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ABSTRACT

Originally conceived as an adjunct to the publication "A Planning Guide to the Preschool Curriculum," this home activities guide can be used by any parent of a young child. The guide consists of 44 units (each centered on a specific concept) designed to provide a variety of cognitive, sensory, and motor experiences. Most of the home activities require parent participation and have been chosen to enhance parent/child interaction as well as the child's skills. Typical of the activities included are "Body Parts," "Buildings," "Autumn," "Pets," "Winter Holidays," "Kitchen," and "Things We Do." A short list of related children's books has been appended to each of the units. In loose-leaf format, most units are compact enough to permit duplication for distribution to parents. Activities require items commonly found in most homes. (RH)

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THE HOME STRETCH

By
Dot Cansler
Illustrator
Sue Rusciano

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Introduction

Home Stretch was conceived as an adjunct to *A Planning Guide to the Preschool Curriculum*. In order to encourage parents to follow through with unit topics at home and increase the child's awareness of the concepts, these activities have been selected and arranged to correlate with the units of the curriculum guide. In its development, however, it has been recognized that it could easily stand alone as a book for any parent of a young child to use as a home activities guide. Through its use the child's learning can be enriched by participation in a variety of cognitive, sensory and motor experiences in the home.

Most of the home activities will require parent participation and have been selected to enhance the parent-child interaction as well as the child's skills. The regular enjoyment of parent-child sharing may be a more significant bonus for the child's cognitive and emotional development than any specific skill he/she may acquire through the activities.

Activities have been chosen to cover varied needs of the growing child. Attention has also been given to include ideas that require items commonly found in most homes. Letting the child participate in the planning, decision making, and preparation of materials can expand his/her sense of competence and enjoyment with each activity.

The loose-leaf format with contents of most units held to two pages will permit teachers or program staff to duplicate pages for distribution to parents through the children, mail or parent meetings. A small note with specific suggestions for each child emphasizing the particular skills needed by an individual child, may helpfully be included with each two-page unit.

Suggested readings have been included with each unit. Though children's books rapidly go out of print, most of these can be purchased through Kaplan's. Child programs that use the curriculum guide annually might find the purchase of these books a valuable and regular resource for parents and teachers.

Finally, the reader is encouraged to use, modify or distribute these materials, but above all enjoy the excitement of learning and the joy of sharing through these home activities.

Dorothy P. Cansler

Acknowledgements

Home Stretch represents a truly cooperative venture. A host of teachers in the Kentucky Individualized Kindergarten (KIK) programs have willingly shared their creative suggestions of home activities that could be coordinated with the unit topics in *A Planning Guide to the Preschool Curriculum*.

For their invaluable assistance in drawing together many of these ideas, special appreciation is expressed to the following KIK staff members: Joan Pelphrey, Janice Conley, and Mabel Castle, Ashland Independent Schools; Rebecca Conley, Mary Robinson and Nancy Wilde, Berea Community Schools; George Ann Phelps, Caldwell County Schools; Jane Costellow and Hattie Carter, Logan County Schools; Joan Wilberding, Newport City Schools; Charlotte Watkins, Russelville Independent Schools; David and Emalene Hughes, Simpson County Schools. In addition, numerous participants in parent involvement workshops conducted by the Chapel Hill Training-Outreach Project throughout Kentucky have made contributions through small group discussions.

The valuable contribution and painstaking work of Jan Zellman in carefully researching children's literature to locate a variety of books relevant to each unit topic is gratefully acknowledged.

The vibrant and creative art work produced by the illustrator, Sue Rusciano, has added immeasurably to the appeal of the units. Her work, beyond the call of duty, in field testing items with her own children has been especially appreciated.

The constructive suggestions and insightful critique by colleagues has been enormously supportive. Appreciation is expressed to Randy Friedman-Granovetter, Jeanne James, Brenda Bowen, and Trish Mengel. Additionally, Trish deserves recognition for naming the book.

Last, and most important, appreciation is expressed to Anne Sanford. As Director of the Chapel Hill Training-Outreach Project, she has encouraged and supported the development of this resource for families. Her commitment to the involvement of parents has been an area of continued concern and she has both fiscally and personally provided encouragement throughout the development of this product.

To all of these people and the countless parents who have daily stretched their childrens' abilities and shown us that parent skills and involvement are needed in the educational process, I am deeply grateful.

Dorothy P. Cansler

Contents

Units 1&2 1
Unit 3 3
Unit 4 5
Unit 5 9
Unit 6&7 11
Unit 8 13
Unit 9 15
Unit 10 17
Unit 11 19
Unit 12 21
Unit 13 23
Unit 14 25
Unit 15 27
Unit 16 30
Unit 17 32
Unit 18 35
Unit 19 37
Unit 20 39
Unit 21 41
Unit 22 43
Unit 23 45
Unit 24 47
Unit 25 49
Unit 26 51
Unit 27 53
Unit 28 55
Unit 29 57
Unit 30 59
Unit 31 61
Unit 32 63
Unit 33 65
Unit 34 67
Unit 35 69
Unit 36 71
Unit 37 73
Unit 38 75
Unit 39 77
Unit 40 79
Unit 41 81
Unit 42 83
Unit 43 85
Unit 44

UNITS 1 & 2

BODY PARTS

Week of_____

During this unit your child will be learning about body parts. Recognition and naming his/her body parts will be the beginning task for some children. Others may be ready to learn what the different body parts do, how their body grows, how to recognize similar body parts in toys and animals, and appropriate clothing for various body parts. In the process of learning about body parts, your child can also learn many new words, activities and awareness of his/her senses. Above all, make the learning fun! The following suggested activities will allow different levels of learning according to your child's needs:

1

Bath time provides an excellent time to learn body parts and encourage your child's independence in bathing. Try singing "This is the way we wash (shake, pat, dry) our hands (feet, face, arms)" etc. Add knuckle, eyebrows, heel, thumb, wrist or other new words after main parts are learned.

2

Play rhyming games with your child i.e. head, bed; hand, sand; nose, rose. You may want to make verses such as: If you want to smell a rose, you need to use your nose. Children love rhyming sounds.

3

Make a collage of body parts cut from magazines or catalogue pictures. The child will enjoy naming the parts or counting the number of noses, feet, etc.

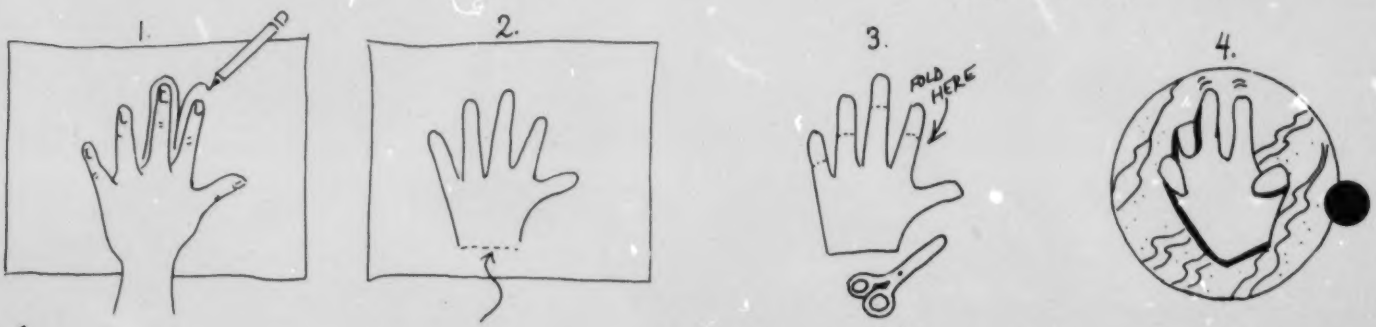
4

Place hand on paper and draw around it.

Finish hand with a line across the bottom.

Cut out and fold each finger about half way down.

Place hand on top of a bowl filled with water and watch the fingers move and open.



5

NOSE
In small plastic containers (from food, medicine, or film) or in baby food jars with small punctures in the top, put cloves, mint, ammonia, perfume, vinager, onions, etc. After identification of the smells, see if your child can "remember" these with eyes closed. Encourage your child to find other smells in the house or yard.

MOUTH
Your child needs to recognize that the mouth is used for tasting, talking, and blowing. Help him/her learn different tastes: salty—popcorn, potato chips, saltines; sweet—cookies, candy; sour—lemon, vinegar, pickle; bitter—unsweetened chocolate. After sampling a few, he/she may then begin to classify other tastes. Discuss the tastes the child likes best.

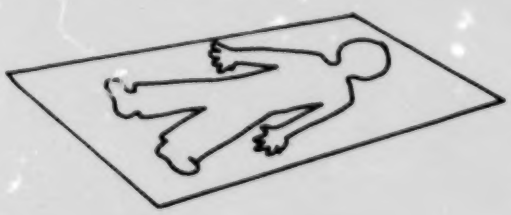
EARS
Play "Simon Says" to help your child learn to listen carefully and follow directions. Enlist the whole family in the fun. If a player follows directions not preceded by "Simon Says" or fails to follow directions that are preceded by "Simon Says," that player becomes "It" and must give directions until someone else misses.

HANDS
Let your child learn different textures with a "feely box." Scraps of rough, fuzzy or smooth fabric, plastic, sandpaper, etc. can be matched by having the child feel for the matching piece in the box. Hot/cold may be learned by touching ice cubes and/or warm bath water.

EYES
Help your child appreciate his/her eyes for seeing by playing "I Spy." Through this game you can also help your child learn colors, shapes, textures, and size. The person who is "It" sees an object and describes it according to its characteristics i.e. "I spy something small and blue." If the other player identifies that object in a specified number of guesses then they may be "It."

6

Trace around the child on a roll of newsprint paper and let him/her color face and clothing for a "self-portrait" which can be compared to another year-end portrait. (See diagram)



7

Make a "body" or stick person out of pennies, bottle caps, peanuts, popcorn or other pieces of food and eat "parts" of the body if edible materials are used.

Remarks:

Related Children's Books

Behrens, June. *What I Hear.* Chicago: Children's Press, 1980.
Brenner, Barbara. *Bodies.* New York: E.P. Dutton, 1973.
Brenner, Barbara. *Faces.* New York: E.P. Dutton, 1970.
Holzenthaler, Jean. *My Hands Can.* New York: E.P. Dutton, 1978.
Howard, Katherine. *Little Bunny Follows His Nose.* New York: Golden Press, 1971.
LeSeig, Leo. *The Eye Book.* New York: Random House, 1978.

UNIT 3

PEOPLE

Week of_____

This unit will give your child an opportunity to recognize people as described by sex and age differences i.e. man, woman, boy, girl, and baby. Simple identification may be the beginning level for your child. If this concept is already learned, this may be a good time to recognize differences within these categories, characteristics of each group, as well as common experiences among the groups.

1

Make a book of men (or women, boys, girls, babies) cut from magazines or catalogues. Diversity of clothing, size, race, etc. can help your child recognize similarities and differences in the category. Since men's and women's attire varies in different cultures, your child may like to find pictures of men or women from various places such as Africa, China, Alaska, etc. Help your child also find women doing different kinds of activities. The new and varied roles open to both men and women can be reflected in a book of people that you and your child make and discuss. You may also add short descriptive statements that the child dictates (i.e. this woman has a green blouse).

2

When going to public buildings, help your child learn the international symbols for men and women's restrooms. Some children may be ready to recognize the words as well as pictures. You might tape words such as (*Restroom, Men, Women)* on the child's bathroom door at home to help learn the words.

3

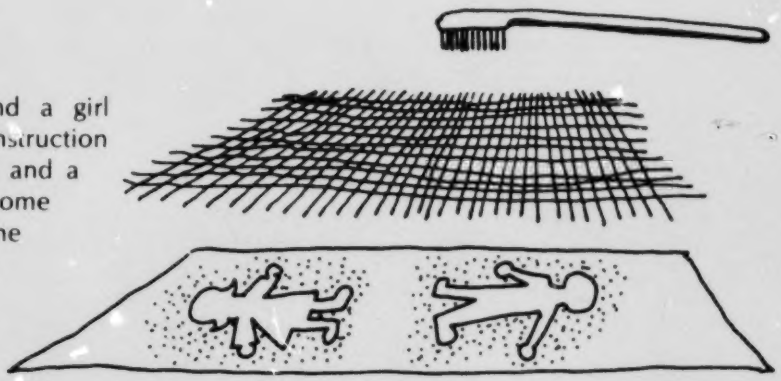
Play "Who belongs?" Ask your child, "Is Mr. Jones (a neighbor) a man? Mrs. Smith? Uncle Bob? Mary Jane? Grandpa?" Children learn what a category is by deciding who does and who does not belong.

4

Sing to the tune of "Did You Ever See a Lassie" "Did you ever see a tall man?" Other verses may include large man, thin boy, short woman, blonde girl, etc.

5

Cut out the silhouette of a boy and a girl (see patterns below) and place on construction paper. With a toothbrush, water paint and a small piece of screen, let your child do some shadow or screen, painting by rubbing the toothbrush, dipped in paint over the screen. When completed remove the silhouette designs.



Remarks:

Related Children's Books

Berenstain, Stan and Berenstain, Jan. *He Bear, She Bear.* New York: Random House, 1974.
Fassler, Joan. *Howie Helps Himself.* Chicago: Albert Whitman & Co., 1975.
Krasilovsky, Peter. *The Very Little Boy.* New York: Doubleday & Co., 1953.
Krasilovsky, Peter. *The Very Little Girl.* New York: Doubleday & Co., 1953.
Spier, Peter. *People.* New York: Doubleday & Co., 1980.

UNIT 4

FAMILY

Week of_____

During this unit your child will be learning about family members, their roles and relationships. Some children will be learning the concepts of father, mother, brother, sister, baby, while others will be ready to learn more about the roles, relationships and extended family members. This a good opportunity for you and your child to look at family pictures. This provides the child with a sense of identity and belonging. The following activities will enhance the child's learning about family members:

1

Give your child some specific regular family responsibilities. Discussion of roles and responsibilities assumed by parents and siblings can help the child feel that he/she contributes to the group and is an important and contributing family member.

2

Do some role play with your child. Observe or participate in his/her play with dolls, doll houses, household doll furniture, or paper dolls. The child may also enjoy "dress up" with adult clothes, hats, pocketbooks, etc. Do some role reversal. Often the parent activity assumed by the child portrays his/her view of the parent role.

3

Talk about extended family and their relationship to the child. Encourage your child to draw a picture of the family and send to grandparents or other relatives.

4

Tell your child the "story" of the beginning of his/her family such as early episodes from Mother and Daddy's life, and siblings' arrival. Such true family stories that include expression of the happy and warm feelings of parents seem to enchant young children.

5

Make a family book. This can be done with your family snapshots or a fictitious family with magazine pictures. The snapshots can include family members, house, pets, car, outings, vacation, etc. This book might be shared with the child's class at a show and tell time.

6

Read and act out "Goldilocks and the Three Bears" with the family. Children like to assume new or alternate roles. Your child may want to make "stilts" from tin cans to use in playing an adult role of this or other stories. Stilts can be made by punching holes in the side of empty cans and adjusting cord to child's arm length.

7

Make up words to the tune of "Mary Had A Little Lamb." Mother helps me to get dressed, Daddy helps me tie my shoes, etc.

8

Your child feels security as he/she knows where the family lives and how to reach parent. Teach your child the family address and phone number. The location of parents' employment gives a child additional security and sometimes needed information. Make an I.D. necklace to include child's name and above information.

9

Visit a neighbor or friend with a young baby and discuss the care young babies need. Let your child observe a diaper change and feeding of an infant. Young child will also like to look at his own infant pictures.

Remarks:

Related Children's Books

Hallinan, P. K. *We're Very Good Friends, My Brother and I.* Chicago: Children's Press, 1973.
Keats, Ezra Jack. *Peter's Chair.* New York: Harper & Row, 1967.
Peterson, Jeanne. *I Have A Sister, My Sister Is Deaf.* New York: Harper & Row, 1977.
Stecher, Miriam B. and Randell, Alice. *Daddy and Ben Together.* New York: Lothrop, Lee & Shepard Co., 1981.
Scott, Ann Herbert. *Sam.* New York: McGraw Hill, 1967.

UNIT 5

AUTUMN

Week of_____

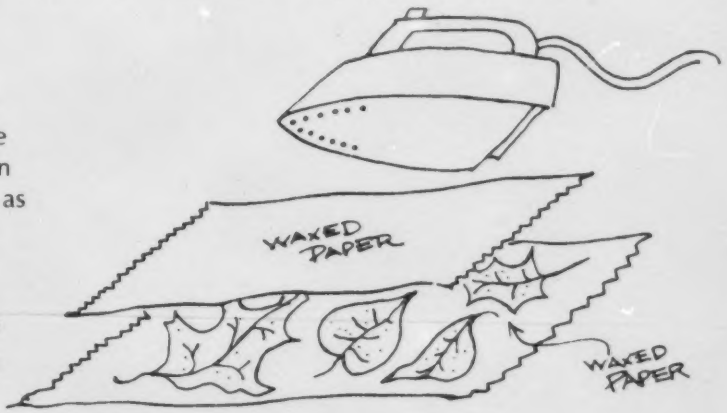
This unit helps to acquaint your child with seasonal changes which adults might take for granted. Remember that a young child has observed few fall seasons and may not have yet understood the changes that regularly occur. This is a good time for parents and children to enjoy the out of doors together using touch, sights, sounds, and words to increase the child's knowledge of the beauty and changes the season brings. Try some of the following activities to expand your child's knowledge of the world in which he/she lives:

1

Take a nature walk with your child in a wooded area if possible. Make a "collage bracelet" by turning a piece of masking tape sticky side out. Collect small items on bracelet or carry a bag for collectables such as acorns, nuts, seed pods, pine cones, etc. See how many different animals, birds, insects you can see. Watch the squirrels, listen for nature sounds, and talk about where the animals live and how they get ready for winter by storing food. Turn over some rocks and find worms, or insects.

2

Let your child select a few of the most beautifully colored leaves and place them on a piece of waxed paper. Gently press with a warm iron another piece of waxed paper over the leaves as arranged by the child. Cut a frame from cardboard and glue over the picture. Hang in a window for a stained glass effect. Leaves will retain color a long time. These make nice gifts for the child to give to neighbors or shut-ins. You can help your child enjoy sharing beauty with those who can't get out.



3

Let your child help you rake leaves. The fun can be increased by singing to the tune of "London Bridge is Falling Down."

Autumn leaves are falling down,
falling down, falling down,
Autumn leaves are falling down,
so we're ra-a-king.

Remember that the best part of the fun for a child is the rolling and jumping in the leaf pile when the raking is done. Let the child have this chance to "feel" the fall season.

4

Make a leaf sewing card by tracing around a big leaf on a piece of cardboard about eight inches square. Let your child color the leaf. You can punch holes with a hole puncher or an ice pick at ¾" intervals around the leaf edge. Child can then sew the card using a large blunt needle and yarn or a long shoe string.

5

Make a small wreath from the cones, nuts, acorns, seed pods, sweet gum balls, etc. that your child collects on a nature walk. A wreath can be cut from heavy corrugated cardboard and the child can place the items on the cardboard with glue. Finally a clear spray or varnish can give it a glossy finish. It makes an attractive ornament for door, walls or a nice gift for child to give.

6

Help your child learn "same" and "different" by matching and sorting different types of leaves or different colors of leaves. The child can also sort according to size.

7

Make some cards that show the sequence of seasons through a tree's changes. Let your child sequence the cards.

Remarks:

Related Children's Books

Kessler, Ethel and Kessler, Leonard. *All for Fall.* New York: Parent's Magazine Press, 1974.
Monecure, Jane. *Fall Is Here.* Elgin, Ill.: Child's World, 1975.
Zolotow, Charlotte. *Say It!* New York: Greenwillow Books, 1980.

UNITS 6 & 7

CLOTHING

Week of _____

During these units, your child will be learning about clothing. Items of clothing such as hat, coat, shoe, sweater, gloves, pants, dress, blouse, pajamas, swimsuit, will be discussed. Children who are already able to identify these items can begin to recognize appropriate clothing for certain persons, seasons, or activities. This is a good time to learn good care of clothing, color coordination, and independence in dressing. It's helpful to give your child choices of clothes which are acceptable to you—but to let him/her know that some requirements or limits are set by you. Permitting children to make poor choices and then criticizing them may be destructive to their self esteem. Praising your child for independence in dressing and good choices which you have permitted makes the child feel capable and accepted. Include the following activities in your routine to spark your child's interest at home:

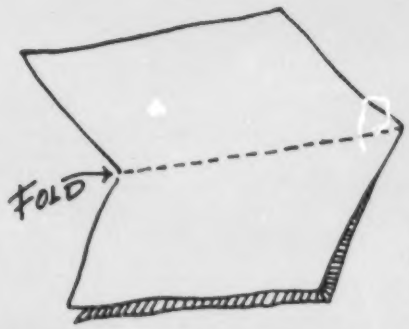
1

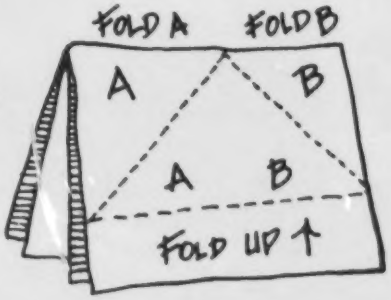
Costumes and clothing from various sources such as attics and yard sales help children's play become more imaginative. "Dress up" is their delight and a few items help them play new roles and expand their social experiences. Have a special box of dress up clothes for your child to enjoy when he/she wants to take on new identities. Look at pictures of firefighters, bakers, Indians, police and nurses. See what kinds of hats they wear and include those in the collection when possible.

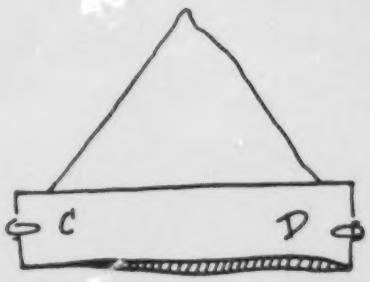
2

Make a newspaper hat. Take a double fold of newspaper and fold according to the diagram.

1. Fold paper in half
2. As shown in diagram B, fold A to A & B to B
3. Fold up bottom and clip or glue at point C & D







3

This is a good time to encourage independence in dressing and responsibility in caring for clothes. Buttoning, and tying shoes may be practiced with recognition or rewards for gains and improvement. Putting soiled clothes in the clothes hamper, hanging up coats and other clothing (on low hooks or racks) can be recognized by keeping a chart with checks, stars, or stickers for child's performance. A small reward (anything your child likes and you accept i.e. ice cream, toy, or activity) may be given following several successful days. Once the routine is established, remember that continued praise is the best way to maintain good habits.

4

This is an opportunity to teach your child about sharing by letting him/her help you sort through outgrown clothing and agree to pass these on to younger or needy children in your community. Sharing is learned and the child's participation in the process is an important part of his/her growth.

5

Let your child help sort the laundry. He can learn concepts of big, little and color as he recognizes the pairs of socks or the size of family members' clothes. To help him/her put away the laundry, you might tape pictures of socks, underwear, pajamas, etc. on the dresser drawers. With these cues, a pre-school child can put folded laundry in proper drawers.

6

Make some sequence cards from catalogue pictures showing children with: (a) underwear; (b) shoes, socks, pants, and shirts; (c) coats, hats and gloves and boots. Let your child arrange cards in a "dressing sequence." Your child needs to learn both categories and sequences to help organize his/her experiences.

Remarks:

Related Children's Books

Barrett, Judi. *Animals Should Definitely Not Wear Clothing.* New York: Atheneum, 1970.
Keats, Ezra Jack. *Jennie's Hat.* New York: Harper & Row, 1966.
Kellogg, Stephen. *The Mystery of the Missing Red Mitten.* New York: Dial Press, 1974.
Moncure, Jane Belk. *Try on a Shoe.* Elgin, Ill.: Child's World, 1973.
Watanabe, Shigeo. *How Do I Put It On?* New York: Philomel Books, 1980.
Watson, Pauline. *The Walking Coat.* New York: Walker & Co., 1980.

UNIT 8

HALLOWEEN

Week of_____

This unit enables your child to anticipate with pleasure the time of witches, masks, costumes and jack-o'lanterns. It is a time when children can take on "new identities" and enjoy seeing neighbors and friends. Special holidays are very important to your child and this one is especially meant for children, so let your child help decorate your home and participate in planning his/her costume.

1

This is a good time for cookie baking and letting your child share preparation. Simple sugar cookies can be cut in circles, or frozen cookies can be sliced on a pan. Raisin eyes, nose and mouth can be placed by your child. These may be wrapped in handiwrap for the "trick or treaters."

2

Sing with your child to the tune of "Twinkle, Twinkle Little Star."

Halloween has come at last
Witches, ghosts and big black cats
Funny faces round a-bout
People laugh and people shout
Pumpkins shine and cats meow
Meow, Meow, Meow, Boo!

3

Buying a pumpkin may be a family outing and children love to do the selecting. A jack-o'lantern face might be drawn by different family members prior to the selection to determine the shape of the pumpkin chosen.

4

White paper bags (usually available at bakeries) with jack-o'lantern faces cut on the side can be filled with 2 inches of sand and lighted with a small candle placed in the sand. These make nice decorations for windows, walkways, or porches on Halloween.

5

Helping your child recognize different ways his/her own face may look can be done with a mirror. It may be an opportunity to recognize and talk about his/her own feelings by asking the child to look happy, sad, angry, teasing, etc. Make up like a clown can add a new appearance to the face. The addition of a paper bag mask which he/she helps make can begin to overcome some children's fear of masks. Finally encourage your child to plan with you the identity and costume he/she wants to prepare for Halloween.

6

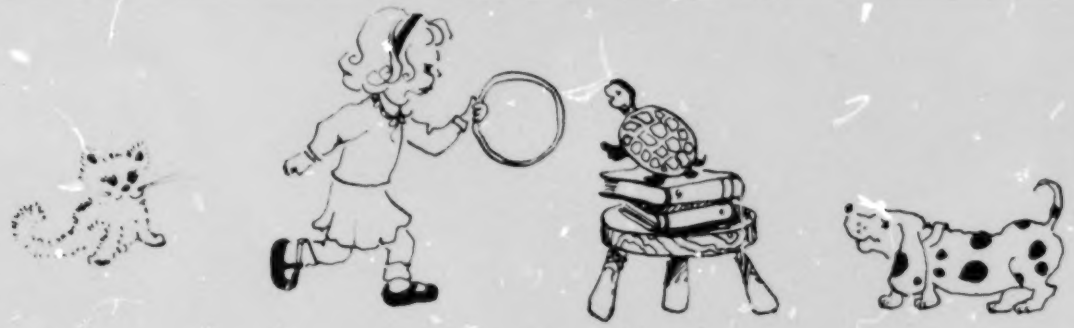
Let your child make a "ghost" puppet on his/her finger by stuffing a facial tissue in a white handkerchief and securing it with a rubber band to the finger. Dabs of food coloring with a toothpick can make eyes and mouth. Encourage the ghost puppet to "talk" about how friendly he is to children.

Remarks:

Related Children's Books

Bridwell, Norman. *Clifford's Halloween.* Englewood Cliffs, N.J.: Four Winds Press, 1966.
Freeman, Don. *Tilly Witch.* New York: Viking Press, 1969.
Keats, Exra. *The Trip.* New York: Greenwillow Books, 1978.
Kraus, Robert. *How Spider Saved Halloween.* New York: E.P. Dutton, 1973.
Mooser, Stephen. *The Ghost with the Halloween Hiccups.* New York: Avon Books, 1878.
Vigna, Judith. *Everyone Goes as a Pumpkin.* Chicago: Albert Whitman & Co., 1977.

UNIT 9



PETS

Week of_____

This unit will provide your child with an opportunity to learn to identify a variety of possible pets, such as cats, dogs, fish, birds and turtles. For some children it can be a time of exploring habits, habitats and foods of different animals. Responsibility for the care of animals is an excellent chance to instill sensitivity and nurturing qualities in your child. Remember to praise your child for the care of pets. The following activities will help your child focus on pets during this week:

1

Animal actions are fun. Help your child learn to use his/her muscles in different ways by watching the animals i.e. cat stretch, frog jump, spider crawl, seal walk, inchworm creep, bear walk, etc.

2

Make edible animals with - Peanut Butter Play Dough

1 cup peanut butter
1 cup karo syrup
1½ cups powdered milk
¼ cup powdered sugar

No cooking, may need refrigeration to harden. Be sure and let your child help measure and mix dough as well as create the animals.

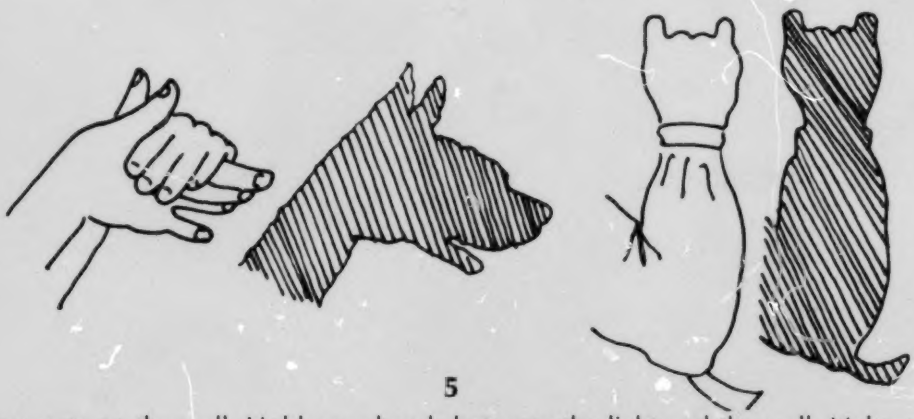
3

Build your child's vocabulary by asking him/her to put in the missing word.

A fish swims. A dog_____.
A bear has fur. A duck has_____.
A cat meows. A pig_____.

4

Visit a pet shop. Talk about the animals. What do they eat? How do you care for them? If your child does not have a pet, this may be a good week to decide together what pet your family might enjoy.



5

Make shadow pets on the wall. Hold your hands between the light and the wall. Make a bird fly . . . a dog bark . . . a cat twitch the tail . . . a butterfly flitter.

6

Read poems and stories about animals to your child.

The Turtle

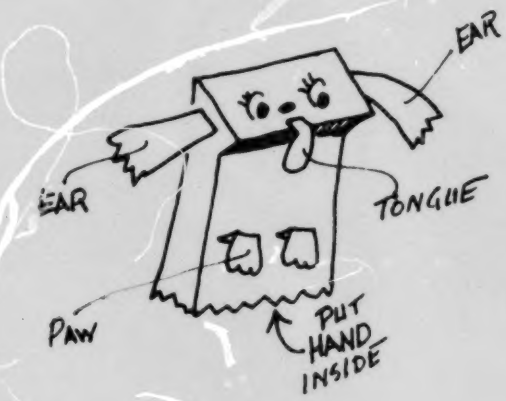
I had a little turtle
His name was Tiny Tim
I put him in the bathtub
To see if he could swim.
He drank up all the water
He ate up all the soap
And woke up in the morning
With bubbles in his throat.

The Reason

Rabbits and squirrels are funny and fat
And all of the chickens
Have feathers, and that
Is why, when it's raining
They need not stay in
The way children do, who've
Only their skin.

7

Make paper bag pet using the fold as a mouth opening to provide movement. Long or short ears, horns, snouts, tusks, tongues may be made of felt, heavy fabric or construction paper. Details may be made with magic markers or crayons. Encourage your child to be imaginative in creating and naming the paper bag pet. Talking for or with the pet can help expand your child's conversational skills.



Remarks:

Related Children's Books

Barton, Byron. *Jack and Fred.* New York: Macmillan Publishing Co., 1974.
Keats, Ezra Jack. *Pet Show.* New York: Macmillan Publishing Co., 1972.
Moncure, Jane Belk. *Pets Are Smart.* Chicago: Children's Press, 1976.
Skorpen, Liesel Moak. *All the Lassies.* New York: Dial Press, 1970.
Spier, Peter. *The Pet Shop.* Garden City, N.Y.: Doubleday & Co., 1981.

UNIT 10

THANKSGIVING

Week of_____

This unit provides many rich areas for your child's expanding knowledge and experiences. Pilgrims, Indians, turkeys, pumpkins, teepees can be identified and discussed. The story of our first Thanksgiving can help give your child an attitude of appreciation for the good things he/she enjoys. This is also a time for family gatherings and celebration. Such occasions permit the child to participate by helping to decorate home for family (or friends if extended family is not nearby).

1

Let your child help make cranberry relish - emphasize it is one of the foods a Pilgrim might eat. Your child may enjoy shopping for the ingredients.

4 C. cranberries
1 orange
2 C. sugar

Using a food grinder, let the child grind the cranberries and orange together. Stir in sugar and chill in refrigerator.

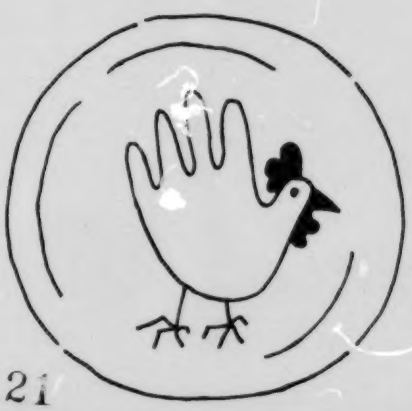
2

Fingerplay: "Five Little Pilgrims"
(one hand up with fingers extended - move each finger as it talks).

The 1st one said, "I'll have cake if I may,"
The 2nd one said, "I'll have turkey roasted,"
The 3rd one said, "I'll have chestnuts toasted,"
The 4th one said, "I'll have pumpkin pie,"
The 5th one said, "Oh, cranberries I spy."
But before they ate turkey or dressing, all the Pilgrims said a Thanksgiving blessing (touch hands in prayer).

3

On construction paper or paper plate, help your child draw around his/her hand and then color the turkey. This can be home decoration or made into a Happy Thanksgiving card for relatives or friends for whom your child is thankful.



4

Make an Indian drum. Use old shortening can with plastic top taped down, or an empty oatmeal box. Let the child decorate the outside with construction paper, colored with crayons or cut and pasted with scraps of colored paper. Show your child how Indians dance, using the drum to make various rhythms and patting the mouth while yelling. Children can follow your model and take turns playing the drum and dancing.

5

Take a walk in the woods with your child and pick up a few fallen branches. They may be tied together with strong twine near the top. Let your child drape blanket or old bed spread around them to make a Teepee for play in the house.

6

Teach your child a new blessing for Thanksgiving. Here is one example:

Thank you for the world so sweet,
Thank you for the food we eat,
Thank you for the birds that sing,
Thank you God for everything.

Gratitude usually results in wanting to share. Help your child learn to share by giving food to a local agency who distributes it to needy persons.

Remarks:

Related Children's Books

Child, Lydia Maria. *Over the River and Through the Woods.* New York: Coward, McCann & Geoghegan, 1974.
Devlin, Wende and Devlin, Harry. *Cranberry Thanksgiving.* New York: Parent's Magazine Press, 1971.
Hillert, Margaret. *Why We Have Thanksgiving.* Chicago: Follett Publishing Co., 1982.
Janice. *Little Bear's Thanksgiving.* New York: Lothrop Lee & Shepard Co., 1967.
Marilue. *Baby Bear's Thanksgiving.* New York: Harper & Row, 1978.
Moncure, Jane Belk. *Our Thanksgiving Book.* Elgin, Ill.: Child's World, 1976.

UNIT 11

BUILDINGS

Week of_____

This unit gives your child a chance to learn to recognize different kinds of buildings and to learn their uses. Schools, churches, grocery stores, gas stations and homes are good beginning ones; but you may also point out the library, post office fire station, factories, and apartments. All of these buildings and the activities that occur in them make good car conversation. Your child can also begin to recognize construction materials such as brick, cement, glass, metal, wood and plastic. Note color and style of buildings such as split level or one, two, or three stories. Activities you may find enjoyable this week include:

1

Take a tour around town and see how many different kinds of buildings you can help your child identify. Discuss with him/her the the activities that occur in each of the buildings. Note the differences in size, stories, materials and symbols such as flags on public buildings and crosses on churches.

2

Experience with buildings is a good time to use directional words such as: under, over, in, out, around, through, beside, left, right, above, and below. It also provides an opportunity to discuss characteristics of building materials in your home such as glass, brick, wood, plastic, concrete, and metal.

3

Finger plays;

A. This is a nest for Mr. Bluebird
(open hands cupped)
This is the hive for Mr. Bee
(fist)
This is a hole for bunny rabbit
(touch thumb and pointer finger in cupped shape)
And this is a house for me
(Pointer fingers up touching for roof)

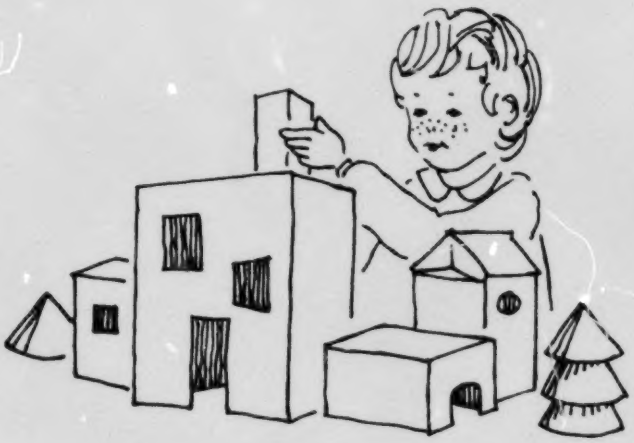
B. Here is the church
(two hands together, fingers intertwined)
Here is the steeple

Open the door

And see all of the people
(open hands, turn over and wiggle fingers)

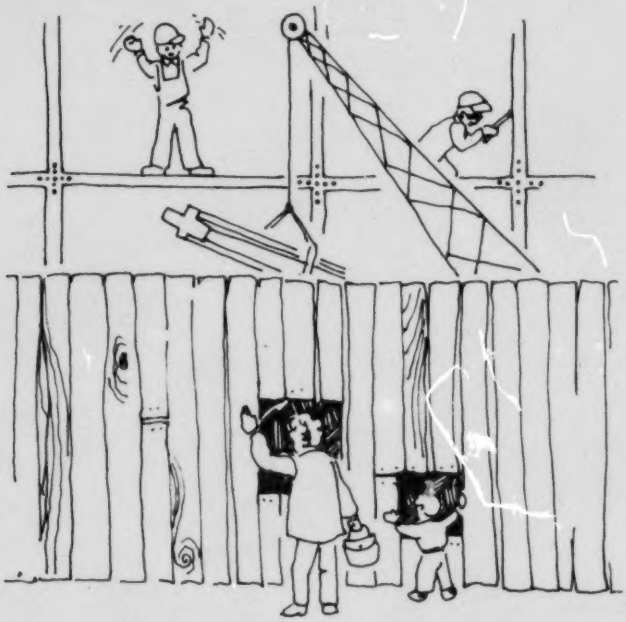
4

Build a town. With empty milk cartons and boxes of different sizes, you can make both tall (quart, ½ gallon) and small (half pint) buildings. Sponges may be cut in chunks for trees or child may draw and color trees and stick on popsicle sticks which may be stuck in one half a potato. Buildings may be painted with tempera paint mixed with liquid soap. This will stick to the waxed surfaces. Buildings may be labeled or painted to resemble the type of buildings they represent.



5

Have a safety lesson by having a pretend fire drill in your home. Let your child decide the best way to get out. Discuss safety and need for not playing with matches.



6

Visit a building under construction and talk to your child about the materials, equipment and types of workers needed to construct buildings. If a new house is under construction in your neighborhood, you might go with your child and take a thermos of lemonade to the workers and watch them as they build.

Remarks:

Related Children's Books

Breinburg, Petronella. *Shawn Goes to School.* New York: Thomas Y. Crowell, 1973.
Burton, Virginia Lee. *The Little House.* Boston: Houghton-Mifflin Co., 1942.
Keats, Ezra Jack. *Apt. 3.* New York: Macmillan Publishing Co., 1971.
Rockwell, Anne and Rockwell, Harlow. *The Supermarket.* New York: Macmillan Publishing Co., 1979.
Spier, Peter. *Village Book Library.* Garden City, N.Y.: Doubleday & Co., 1981.

UNIT 12

MUSICAL INSTRUMENTS

Week of_____

This unit provides for your child to learn names and sounds of several musical instruments. Simple ones that children can make or play will be introduced. You may want to provide other chances for your child to see and hear musical instruments at home. This is a good time to help your child become more aware of differences between sounds of various types of instruments such as strings, percussion and wind instruments. The activities below suggest ways you can extend your child's learning about musical instruments.

1

Use an upturned wastebasket as a drum, or make a drum from oatmeal box or shortening can. Beat your child's name and/or other children's names in rhythm and have your child do movements (i.e., Ce-cile, Jon-a-thon-, Bet-sy). Repeat each name several times and develop movements for each, then move on to the next. Children enjoy making up the movements to match their names.

2

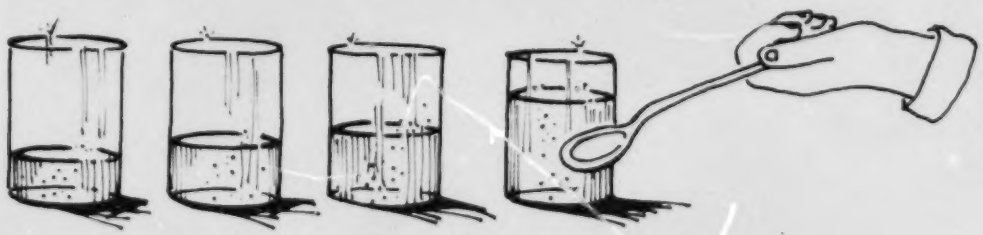
Make rhythm sticks from an old mop or broom handle. Encourage your child to beat rhythm with radio or record player. Pencils may also be used as rhythm sticks.

3

Go to a high school band practice with your child. Name the different instruments. At the beginning or end of the session, some individuals may show or play their instruments for your child.

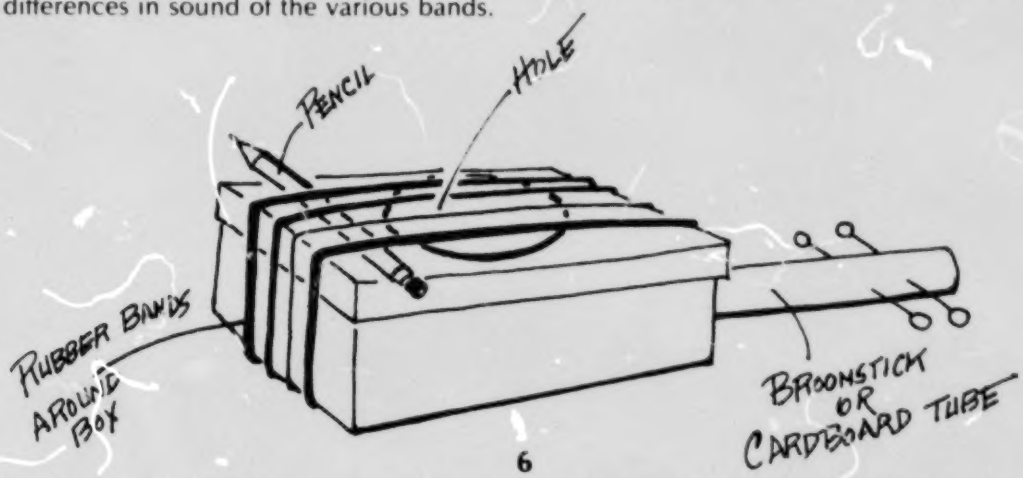
4

Put varying amounts of water in a series of glasses or jars and strike with metal spoon. Food coloring can be added to make each one look different. They can be "tuned" to a scale but a young child may just like to "play" three or four different sounds.



5

Make a shoe box banjo by cutting a hole in the top of a shoe box or candy box. Place rubber bands of varying widths over the box lengthwise - 1" apart. Pluck the bands and help the child note differences in sound of the various bands.



6

This is a good time for your child to become aware of qualities of music or sounds (i.e., fast, slow, high, low, loud, soft). Discuss these qualities with your child and let him/her identify characteristics of different instruments and household sounds such as car horn, dog bark, door slam (loud), and clock tick, refrigerator hum, cats purr (soft).

7

Place a piece of waxed paper over a comb and hum lightly. It makes a kazoo sound and children like the sound as well as the tingle it gives their lips.

8

Glue soft-drink caps to a piece of cardboard for "clackers".

9

After some of the instruments are made, let your child have a parade with friends or brothers and sisters. Pot lids can become cymbals. They may also want to dress up for the event.

Remarks:

Related Children's Books

Isadora, Rachel. *Ben's Trumpet.* New York: Greenwillow Books, 1979.
Keats, Ezra Jack. *Apt. 3.* New York: Macmillan Publishing Co., 1971.
Kredenser, Gail. *One Dancing Drum.* New York: S.G. Philips, 1971.
Lionni, Leo. *Geraldine, the Music Mouse.* New York: Pantheon Books, 1979.
McClosky, Robert. *Lentil.* New York: Viking Puffin Books, 1978.
Stecher, Miriam and Kandell, Alice. *Max, the Music Maker.* New York: Lathrop, Lee & Shepard Co., 1980.

UNIT 13

TOYS

Week of_____

In this unit, your child can learn to create toys out of household items. This can be a time for learning how to share and play by rules in order to make toys more enjoyable. This unit also provides an opportunity to reinforce your child's care of his/her toys by learning to put them away in designated places or return toys inside the house after outdoor play. Try some of the following activities with your child this week:

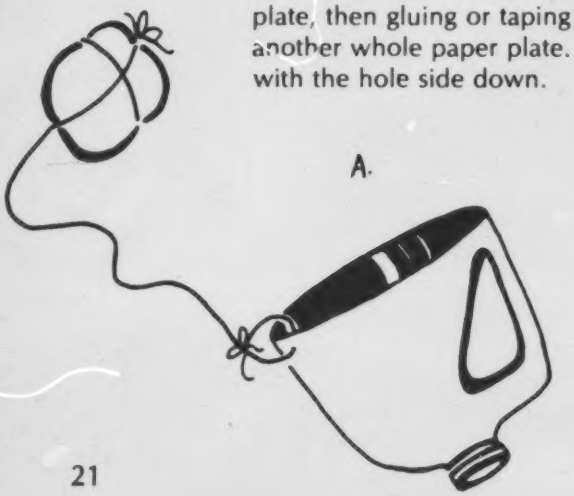
1

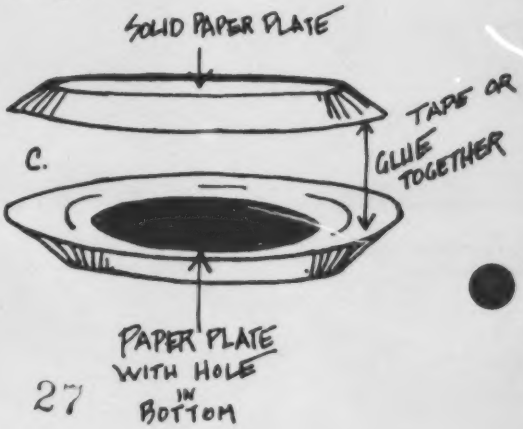
Try making the toys below:

a . A ball toss can be made by cutting the bottom from a gallon bleach or milk carton. A tightly rolled sock or whiffle ball with string about two feet long may be secured to the carton. The child can hold the handle of the plastic bottle, give the ball a toss and try to catch it.

b . Make a spinning top by tracing around a glass on construction paper or cardboard. Cut out the circle and poke a toothpick through it, and you have a top! See how long your child can make it spin.

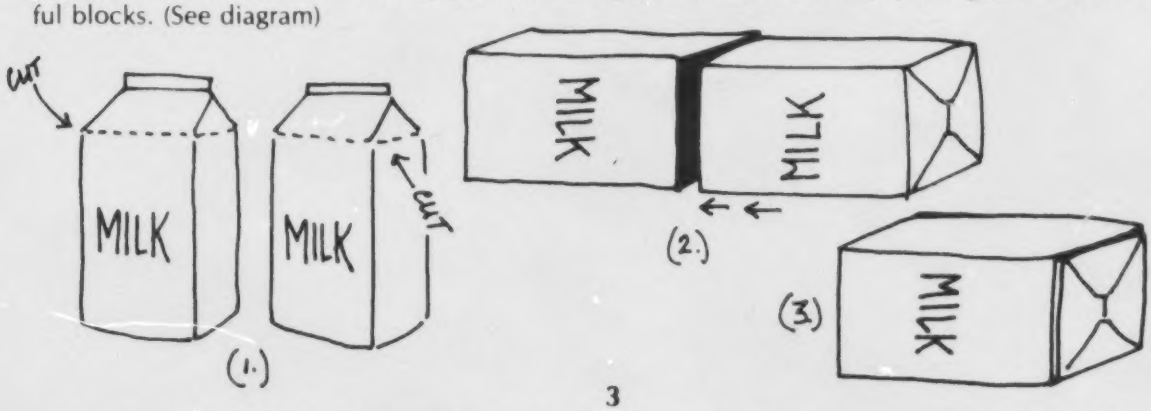
c . Make your own frisbee by cutting the bottom out of one paper plate, then gluing or taping the edges of that plate, inverted, to another whole paper plate. Let the glue dry and try throwing it with the hole side down.





2

Save milk cartons, either one quart or half-gallon size. Use an unopened can of soup or sauce rolled on its side as a "ball" and you can have your own bowling alley at home. Some pillows along the wall behind cartons may prevent damage. Milk cartons can be put together for wonderful blocks. (See diagram)



3

Make a target game by gluing several styrofoam cups to a board on heavy cardboard. Label them with different number values. Participants toss a small ball, marbles, or wadded up paper into the cups to see who can get the highest score.

4

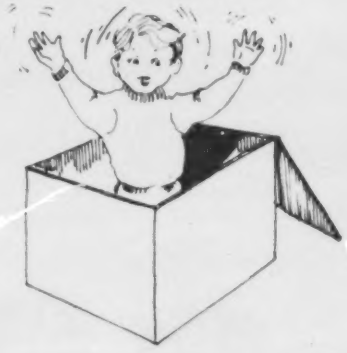
Song:

I'm a Little Teapot, short and stout
Here is my handle, here is my spout
When I get all steamed up and I shout
Just tip me over and pour me out.

On line two, for handle, take left hand and put on hip; for spout, take right arm, slant upwards from elbow and tilt hand downwards. On last line, bend over towards the right.

5

Spray shaving cream on a window and let your child draw anything he'd like. Natural moisture on the window can also provide entertainment as a "drawing board."



6

Let the child act out different toys i.e. toy soldiers, walking dolls, spinning toys, jack-in-the-box. See if the family can guess what toy the child is acting.

Remarks:

Related Children's Books

Freeman, Don. *Corduroy.* New York: Viking Press, 1968.
Kellogg, Stephen. *Mystery of the Magic Green Ball.* New York: Dial Press, 1978.
Lionni, Leo. *Alexander and the Windup Mouse.* New York: Pantheon Books, 1969.
Walsh, Ellen Stoll. *Brunus and the New Bear.* Garden City, N.Y.: Doubleday & Co.
Zolotow, Charlotte. *William's Doll.* New York: Harper & Row, 1972.

UNIT 14

WINTER HOLIDAYS

Week of_____

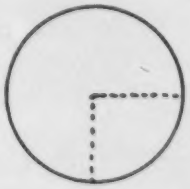
Children love holidays and this season provides several celebrations. Let your child share in the family plans and find ways that his/her activities or projects can contribute to the fun. This is an opportunity for your child to become aware of religious celebrations of a different faith. Since gift giving is a part of the celebration of both Hanukkah and Christmas, this can be a time for your child to learn the joy of giving to less fortunate persons as well as to family members and friends. New Year's celebration can help your child learn of passing time and calendars.

1

Candles are a regular part of both Christmas and Hanukkah celebrations. Let your child help make candles with careful adult supervision. Place paraffin in a tall slender can that is placed in a pan of boiling water (never melted with can directly on the burner). Melt a wax crayon in the paraffin to give the candle color. Tie a wick on a dowel stick and let the child dip the wick in the hot wax and then in a glass of cold water, repeat many times. The thickness of the candle depends on how many times the candle is dipped into the wax and water.

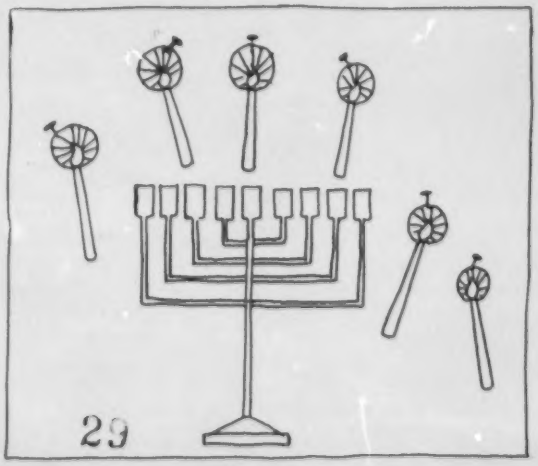
2

Make Christmas trees. Cut out a circle of green construction paper, or other color and/or cover with aluminum foil. Cut out a pie-shaped wedge. Staple, clip or glue to form a cone tree. Decorate with small pieces of paper, foil, cotton, old beads, sequins, glitter, etc.



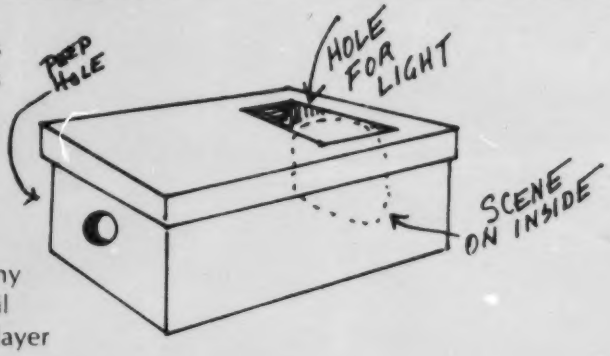
3

Pin the Shamus (the center and helper candle) on the Menorah (the candle holder). The Menorah holds nine candles. Each of the eight days during Hanukkah, the "helper candle" in the center is used to light the other candles which are lit with an additional one each day until all 8 have been lit. Draw a Menorah on a large piece of paper. Cut paper candles, place a pin in the top of the flame, and give one to each child. Blindfold each player and spin him/her around once or twice. Let the child step forward and pin the candle on the Menorah. The player fastening the candle nearest the center holder is the winner.



4

Make a peep box or nativity scene with pictures cut from old Christmas cards. A shoe box works well with a hole cut on top over scene to let in light. Hold under lamp for best effect.



5

Most popular of all Hanukkah sport is the game of dreidel. The game may be played by any number of participants using peanuts or gold foil covered chocolate coins or other items. Each player must ante up before each spin. Players take successive turns at spinning the dreidel (or top). As the dreidel falls over after a spin, the upturned side gives directions for the player. The Hebrew letters on the four sides are as follows:

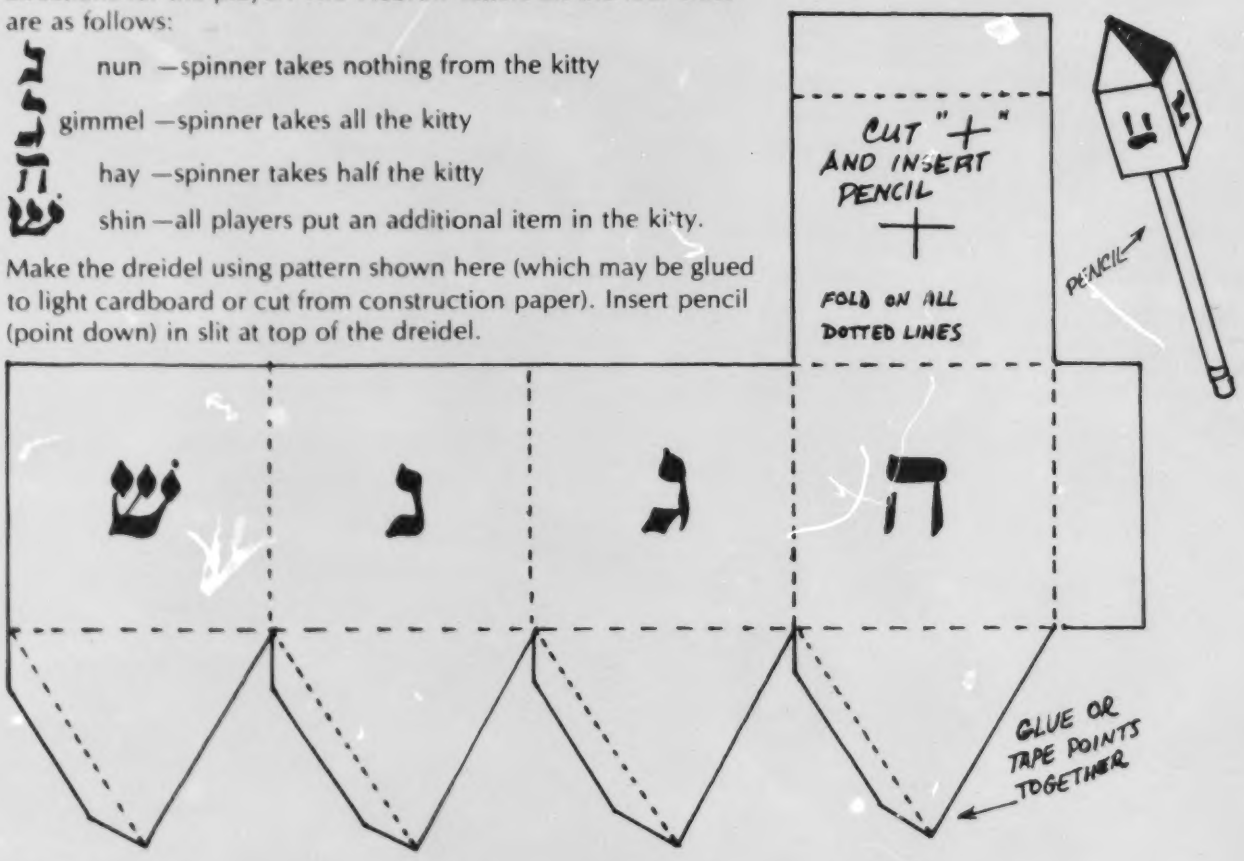
nun —spinner takes nothing from the kitty

gimmel —spinner takes all the kitty

hay —spinner takes half the kitty

shin —all players put an additional item in the kitty.

Make the dreidel using pattern shown here (which may be glued to light cardboard or cut from construction paper). Insert pencil (point down) in slit at top of the dreidel.



Remarks:

Related Children's Books

Budbill, David. *Christmas Tree Farm*. New York: Macmillan Publishing Co., 1974.
Brown, Margaret Wise. *On Christmas Eve*. Reading, Mass.: Addison-Wesley Publishing Co., 1961.
Ets, Marie Hall. *Nine Days to Christmas*. New York: Viking Press, 1959.
Goffstein, M.B. *Laughing Latkes*. New York: Farrar Straus-Giroux, 1980.
Moncure, Jane Belk. *Our Christmas Book*. Elgin, Ill.: Child's World, 1977.
Simon, Norma. *Hanukkah in My House*. New York: United Synagogue Book Service, 1960.

UNIT 15

WINTER

Week of_____

This unit helps your child extend his/her knowledge of the seasonal changes. As the leaves and birds may have disappeared, it is helpful to tell the child they will return and that this is a time of resting for the plants and animals. The change in climate can be discussed. Frost and snow can be observed and explained in cold areas. Pictures of these may be used in warmer climates that do not have frost or snow. Some of the following activities may help fill long winter days inside the house.

1

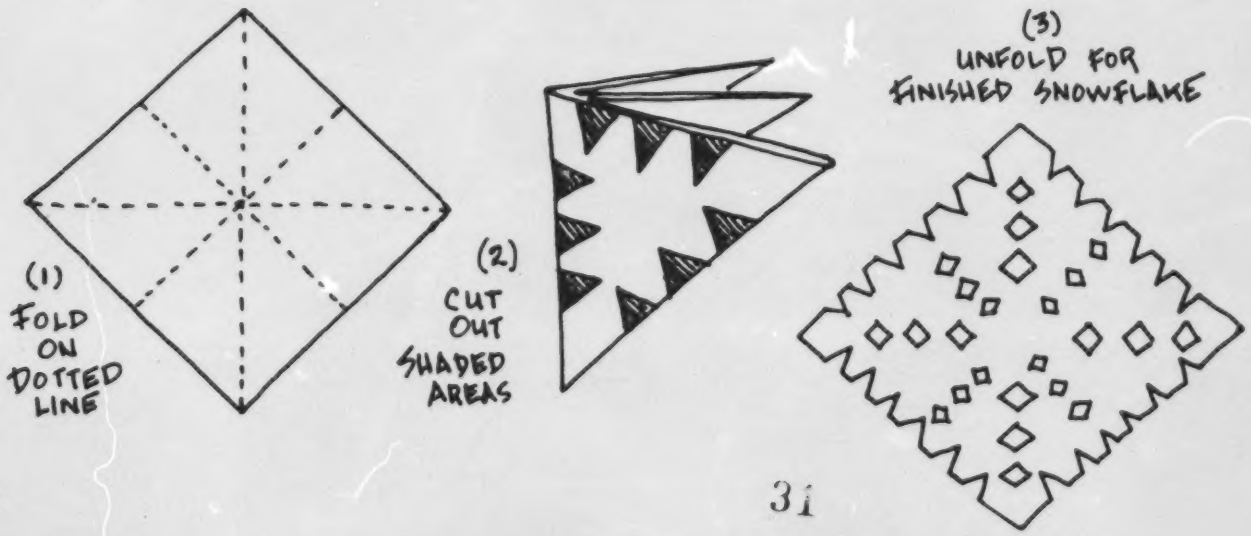
Make a winter book with pictures cut from magazines. This can include winter scenes, winter sports and winter clothes. Discuss with your child the appropriate clothes and activities for cold weather.

2

Make a bird feeder from a big pine cone. Mix bacon grease, corn meal and peanut butter together and stick between the sections of the pine cone. Hang outside a window visible to the child and let him/her refill as needed.

3

Cut snowflakes from a square or circle of white paper folded in 4 or 8 parts and cut with varying patterns.



4

Whip Ivory Flakes with a little water using egg beater or mixer. Let the child make a snow scene on a big pan or cardboard, using small toys, vehicles, animals, shrubs, or small branches. The ivory "snow" can also be used like finger paint.

5

Sing to the tune of:
"A Hunting We Will Go"
A sledding we will go,
A sledding we will go,
We'll hold on tight
And sit just right
And down the hill we go
We-e-e-e-e!

6

When it snows, scoop up a bowl of snow, add sugar, vanilla, a small amount of milk and stir up "snow cream." Let some of the snow melt and talk about snow being frozen water.

7

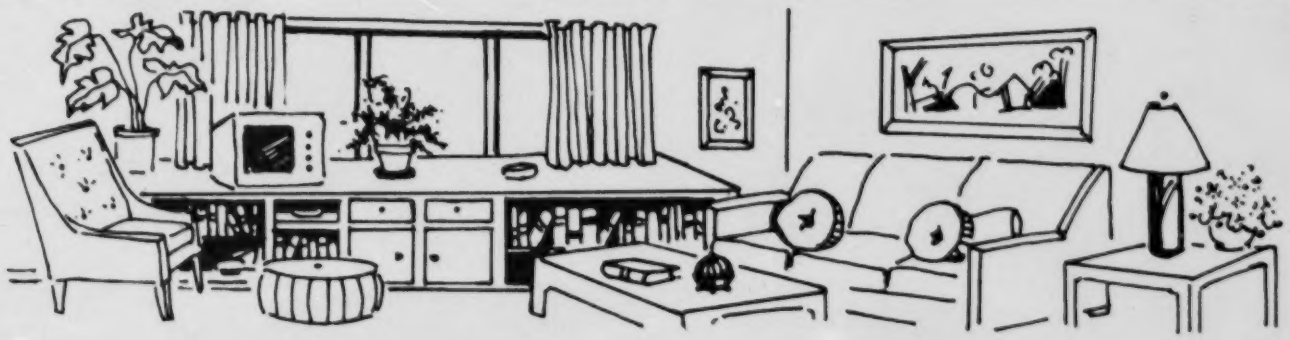
Make a snow man of marshmallows stuck together with toothpicks. Use raisins with toothpicks. Use raisins or cloves for face, buttons, and a scrap of felt for hat.

Remarks:

Related Children's Books

Hader, Berta and Hader, Elmer. *The Big Snow.* New York: Macmillan Publishing Co., 1948.
Keats, Ezra Jack. *The Snowy Day.* New York: Viking Press, 1962.
Miles, Betty. *A Day of Winter.* New York: Albert A. Knopf, 1961.
Moncure, Jane Belk. *Winter Is Here!* Elgin, Ill.: Child's World, 1975.

UNIT 16



LIVING ROOM

Week of_____

Units of study on various rooms of the house enable young children to identify the furnishings and activities that are appropriate for different rooms of their home. Simple identification of furniture may be the beginning point for some children. Others may be ready to learn similarities/differences or color, fabric texture, and materials i.e. metal, wood, glass and plastic. Shapes and number of objects may also be learned. Functions of objects provide another area of learning for most young children. Try some of the following activities:

1

Using a shoe box, make a miniature living room with the cut-out furniture on page 2. Let your child color the pieces. Drapes and rugs may be cut from a catalog or made from fabrics on rug scraps. Let the child help plan the room. Ornaments such as pictures and lamps may be added.

2

A living room scrapbook can be made from pictures cut from a catalog and pasted by the child. The child should be guided to solicit appropriate pictures for the living room.

3

A "feely" bag with scraps of fabric (similar to drapes, chair, and sofa covers), carpet scraps, and pieces of wood, plastic or metal can help child learn textures and types of the materials in the living room. He/she can match them to the real items of similar materials.

4

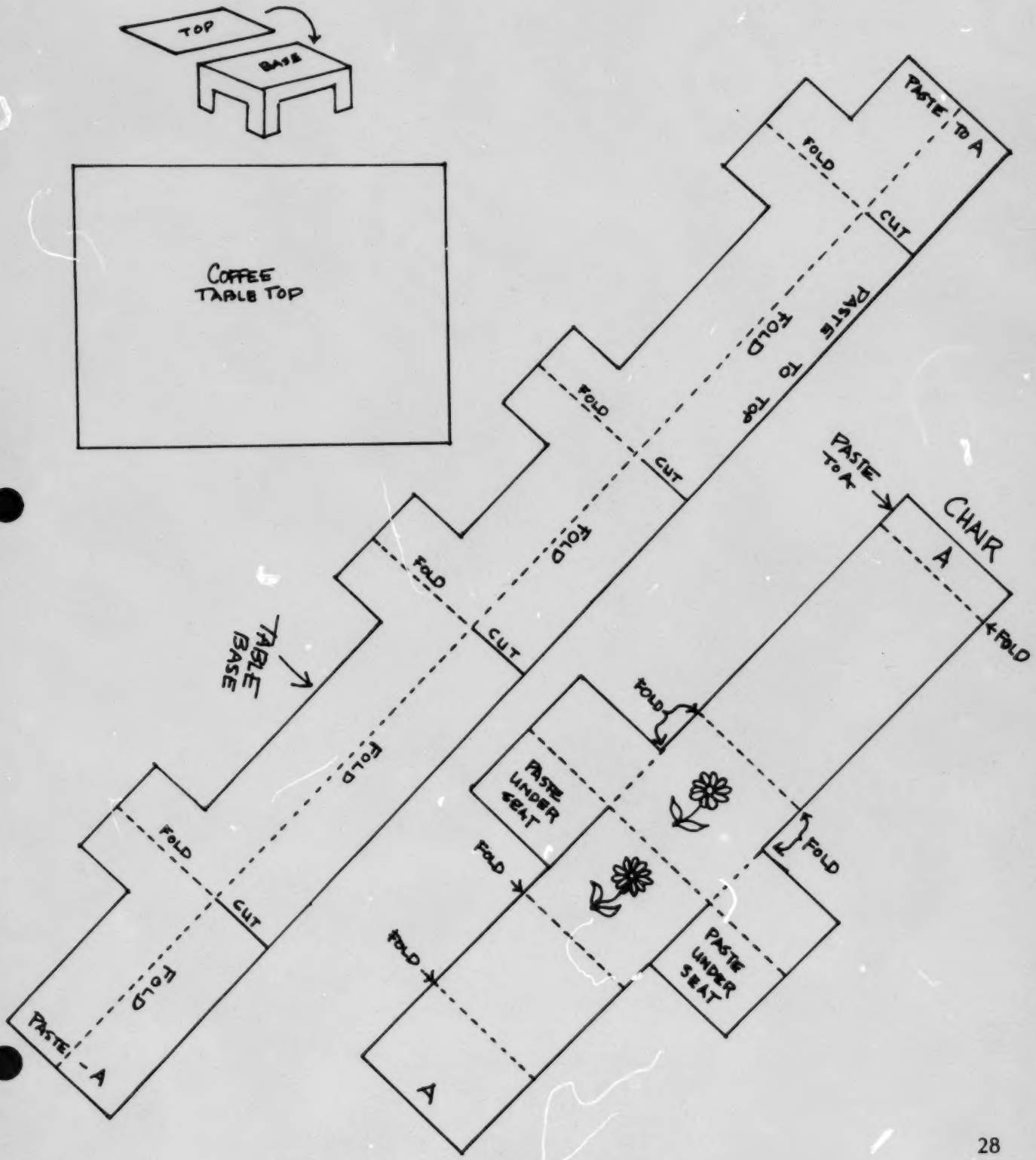
The living room can provide a place for counting and color identification. Let the child see how many cushions, windows, doors, books, etc. can be found in the living room. The number of green objects, large pieces of furniture or small ornaments, etc., can be noted and counted by the child.

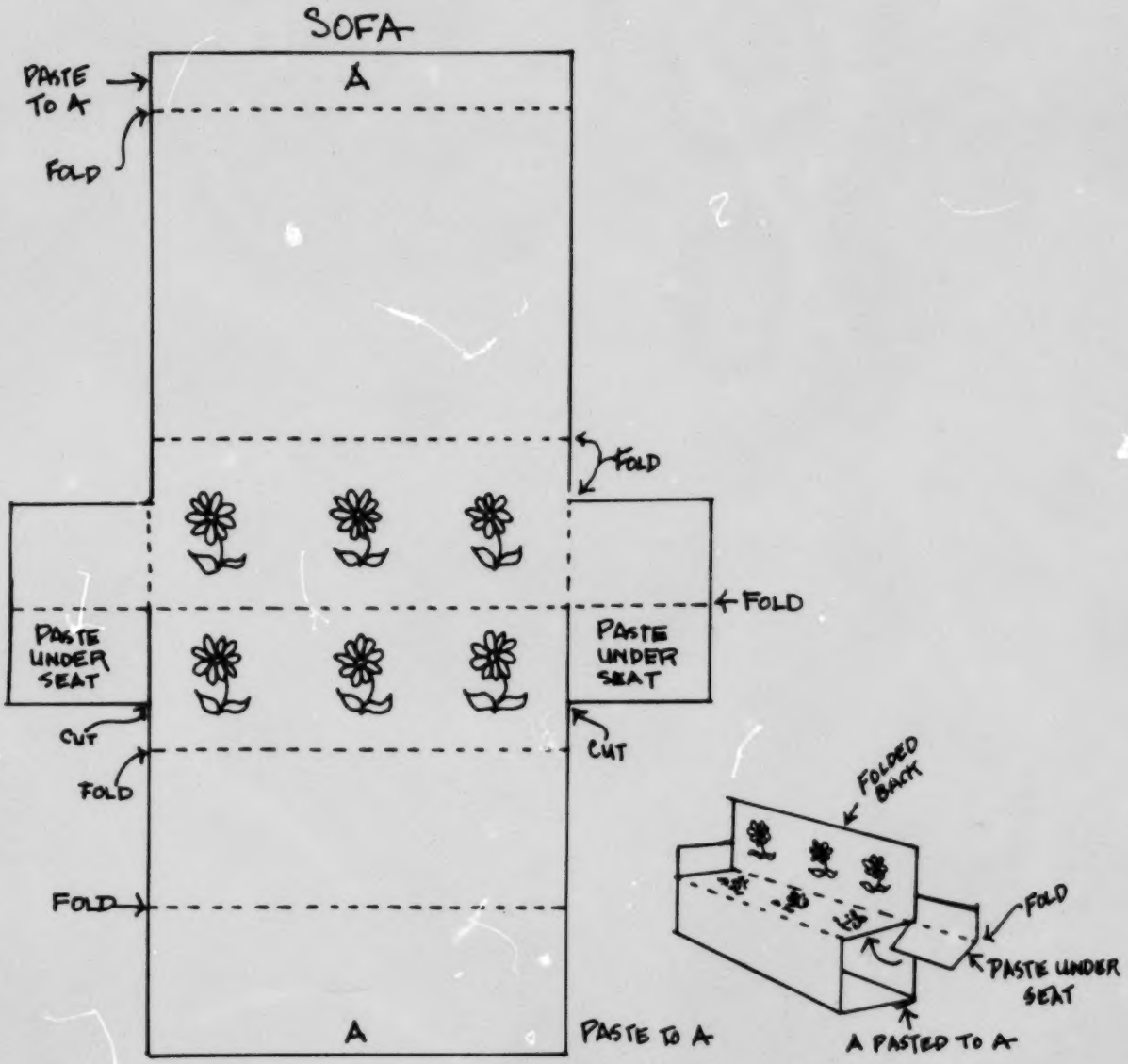
5

Play charades by acting out the following and let the child identify the appropriate activities for the living room:

riding a bicycle	talking with a friend	playing board games
reading a book	shampooing hair	brushing teeth
eating chicken	watching T.V.	throwing a ball

LIVING ROOM FURNITURE



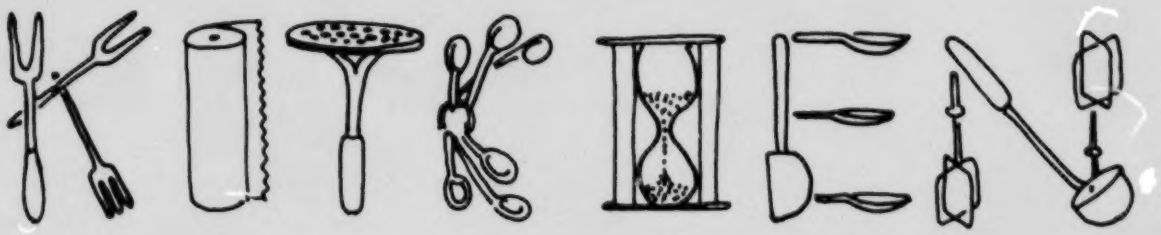


Remarks:

Related Children's Books

Hurd, Thatcher. *The Old Chair*. New York: Greenwillow Books, 1978.
Johnson, John. *This Is My House*. New York: Golden Press, 1981.
Mayer, Mercer. *Little Monster at Home*. New York: Golden Press, 1978.
Tornborg, Pat. *Spring Cleaning*. New York: Golden Press, 1980.

UNIT 17



KITCHEN

Week of_____

This unit will enable you to teach your child about the important appliances in the kitchen and their uses in managing the family's food supply. If your child is familiar with large appliances, discuss the functions and mechanism of smaller appliances or cooking utensils. Let your child use new items and share in the preparation of foods. Though limited in his/her ability to use items now, remember that the sharing of new adventure in learning or helping can set a pattern for your child's future interest in cooking and housekeeping. Units of measure and equivalent quantities will also interest many children. Here are activities that can help your child:

1

Let your child help prepare several foods using different utensils. Try letting him/her grate carrots, mash boiled potatoes, chop boiled eggs, shell peas or beans, slice bananas. Measuring sugar, flour, milk, salt and baking powder can introduce new concepts. Pouring from a pitcher may be a new skill.

2

Make a menu poster by letting the child find pictures of various foods. Discuss balanced meals, basic types of foods and then let the child plan menus for a few days by cutting and pasting or drawing the food he/she wants for the coming days. Guide the child's selections to include meat, dairy products, eggs, fruits, vegetables, cereals and bread.

3

Make a "Kitchen Garden" with your child. You may include a sweet potato plant and carrot tops. Put the sweet potato with buds into a glass jar filled with water. Place the small end down into the jar and use toothpicks to hold it up. Keep bottom of potato wet. Put in sunny place and watch roots grow down and green leaves grow up. Cut carrot tops and put them in a saucer. Place stones around bottoms to hold them in place. Keep surrounded by water and place in a sunny window. Watch for the lacy green tops to grow.

5

Let your child help with both table setting and table clean-up after a meal. The necessity for sharing in both the preparations before and the clean-up afterwards is a part of the child's needed growth process in learning to participate in the world of adult responsibility. Remember the importance of praise for activities you want your child to continue.

6

Silverware, napkins and dishes can be sorted and counted. This is an excellent opportunity for you to help your child learn to count and sort. Many children have learned to count numbers but have not yet acquired the ability to designate the items that correspond with the numbers. Help your child count the biscuits, forks, glasses, napkins, etc. Ask, "Do you have enough for everyone?" "How many more do you need?"

7

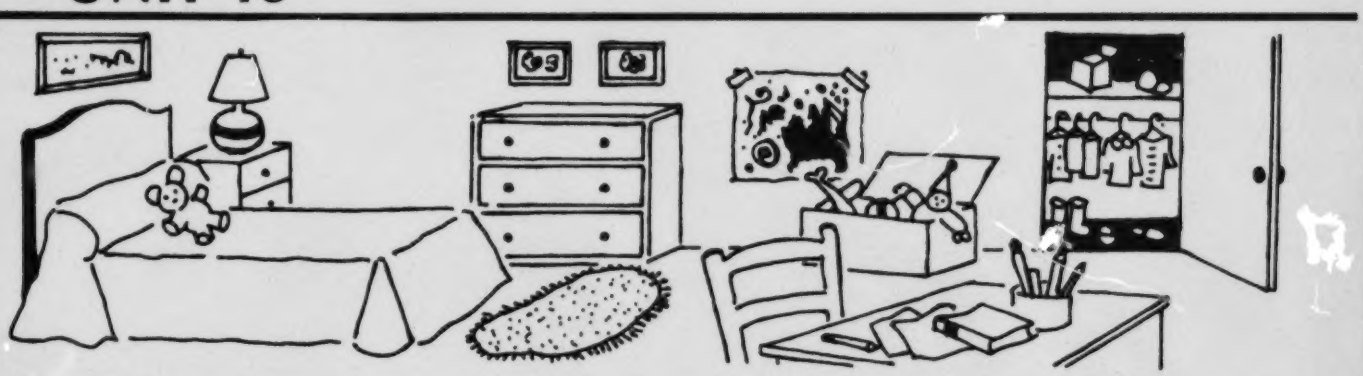
Discuss the need for safety in the kitchen. Mention turning off the stove or oven when not in use, caution with sharp knives, and proper use of cleaning materials. Though parents do not want to instill unusual fears, the respect for proper use of kitchen items should be a part of your child's learning.

Remarks:

Related Children's Books

Mercer, Mayer. *Little Monster at Home.* New York: Golden Press, 1978.
Rockwell, Harlow. *My Kitchen.* New York: Greenwillow Books, 1980.
Sendak, Maurice. *In the Night Kitchen.* New York: Harper & Row, 1970.
Weissman, Cynthia. *Breakfast for Sammy.* Englewood Cliffs, N.J.: Four Winds Press, 1978.

UNIT 18



BEDROOM

Week of_____

The unit on bedroom offers many opportunities for new dimensions to the child's learning. The child's bedroom, whether private or shared with a sibling, represents an area where he/she has a sense of ownership and identity. This can be enhanced by letting the child make decisions about the placement of furniture as well as colors in decorating if possible. Regular responsibiliity for making up the bed, picking up clothes, sorting and putting away clean clothes, and putting away toys can help the child maintain his/her area and acquire good habits in the care of his/her possessions. The following activities may help the child in this unit:

1

Help your child understand that his/her bedroom is a special place to be alone when he/she wants or needs to be. It is also a place where possessions are kept and where he/she has special responsibilities. Encourage the child to display his/her items of special interest and value in his/her room. A bulletin board might be provided in the bedroom or an area of the wall designated for taping items. Within the limits acceptable to parents, provide some options and respect choices the child makes about his/her room. Let the child help care for the room by helping to vacuum, dust and change sheets. Sing as you make the bed to the tune, "This is the Way We Wash Our Clothes":

Verse 1 - This is the way we make our bed . . .
Verse 2 - First we put the blue (white, striped) sheet on . . .
Verse 3 - Next we put the blanket on . . .
Verse 4 - Then we put the pillow on . . .

2

Using the furniture cut-outs on page 34, let the child make a bedroom in a show box. Fabrics for bedspreads, drapes and rug may be used. Cut outs of ornaments and pictures for the walls can make the play bedroom more attractive.

3

Talk with your child about sleep and its importance for resting the body. Discuss the way all people dream during their sleep, though not all dreams are remembered. This discussion may open up concerns your child has about nightmares but has not been able to talk about. It may also enable him/her to share happy dreams with you.

4

If your child is ready to begin reading, you might tape a label on the items in the bedroom, i.e. table, desk, dresser, bed and closet. Label only a few at the time. New ones can be added later.

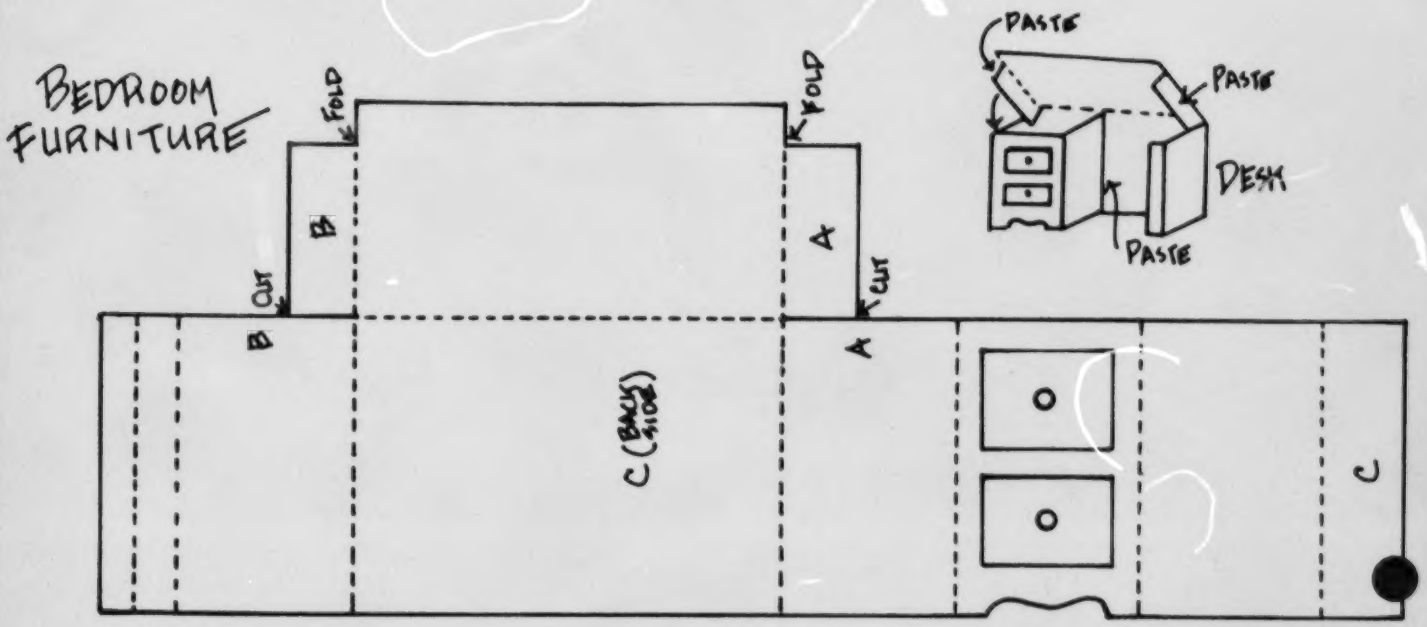
5

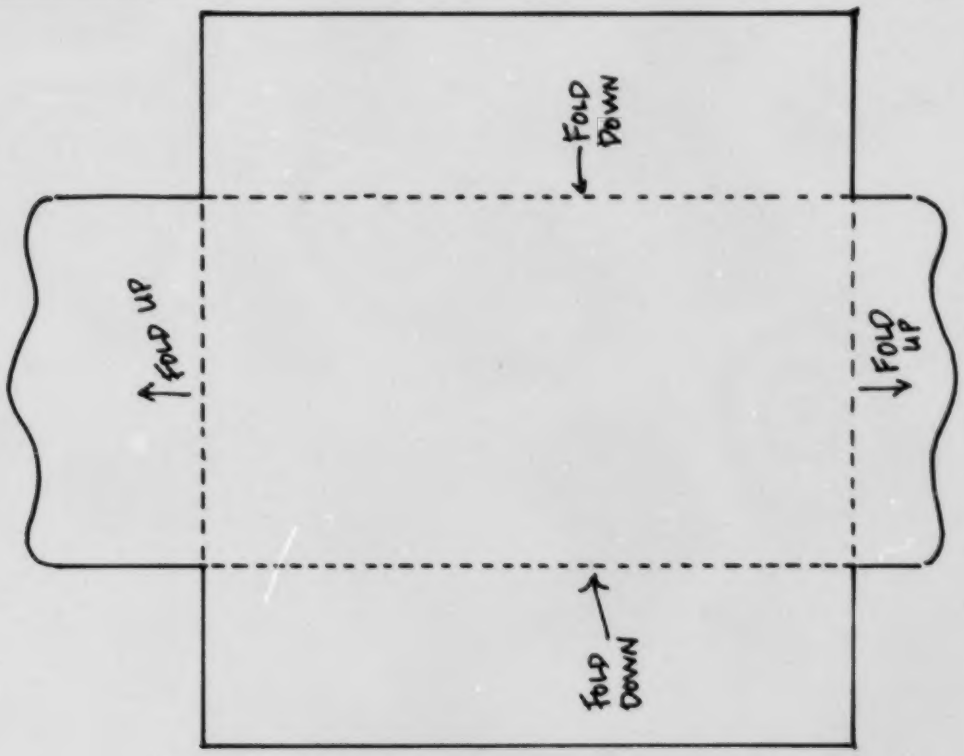
Let child help sort and put away socks, underwear, and other clean clothes. Items can be counted and matched. Concepts of same/different and big/little can be learned as well as numbers and colors. Keep the learning fun and make it into a game when possible with lots of praise for completion of tasks.

Remarks:

Related Children's Books

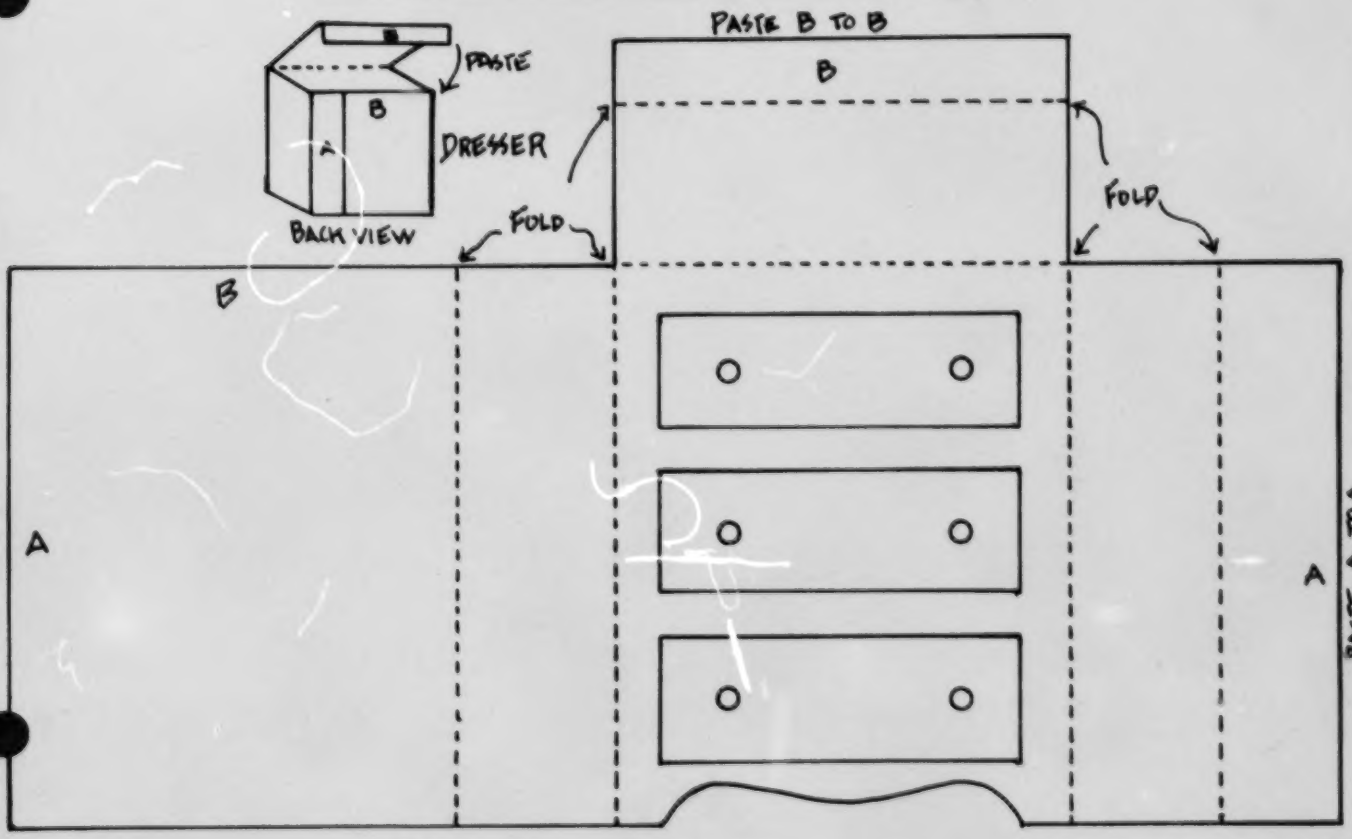
Barrett, Judi. *I Hate to Go to Bed.* Englewood Cliffs, N.J.: Four Winds Press, 1977.
Brown, Margaret Wise. *Goodnight Moon.* New York: Harper & Row, 1947.
Hoban, Russell. *Bedtime for Francis.* New York: Harper & Row, 1960.
Rockwell, Anne. *The Awful Mess.* Englewood Cliffs, N.J.: Four Winds Press, 1973.
Sendak, Maurice. *Where the Wild Things Are.* New York: Harper & Row, 1973.




FOLD DOWN
FOLD UP
FOLD UP
FOLD DOWN

BED

PASTE
B
A
DRESSER
BACK VIEW


PASTE B TO B
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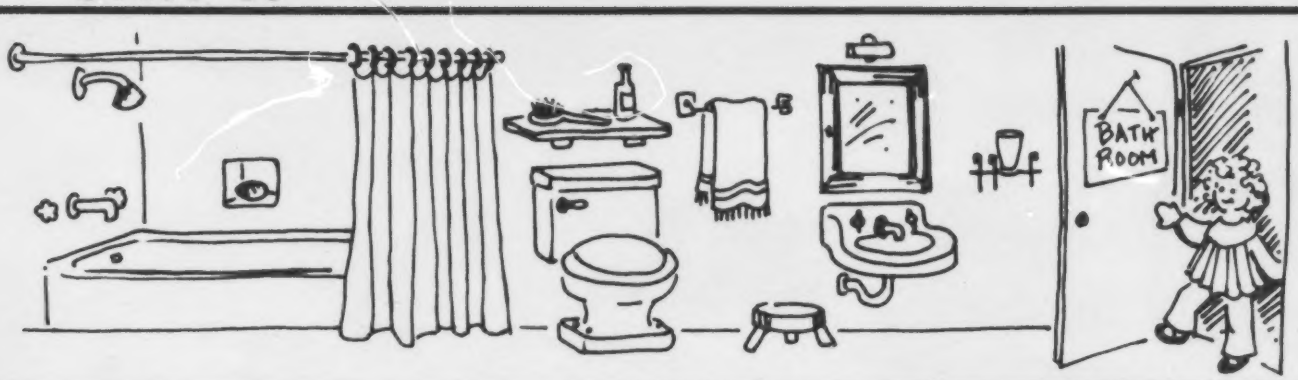
PASTE A TO A

UNIT 19



BATHROOM

Week of_____

This unit can provide your child with many new avenues of learning. Toileting, cleanliness, oral hygiene, privacy, body weight and medications all represent areas that you may want to discuss with your child and let the child establish patterns or rules. Help your child increase independence in personal care by acquiring new habits or skills. The following suggestions may give you some ideas:

1

Discuss some of the uses of mirrors i.e. shaving, combing hair, and putting on make-up. Let your child enjoy the mirror by moving tongue from side to side, making a kiss, winking an eye, wiggling nose, tapping head, etc. Let the child make a happy or sad face and talk about when he/she feels that way.

2

Let your child help clean the bathroom and become aware of the need for removing soap from the water, scrubbing ring out of tub, picking up dirty clothes after bath, and hanging up towels and washcloths.

3

The bathroom is a good room for water play. It can even be daytime recreation when children are restless. Water toys or bubble bath can make it fun. A small amount of detergent added can make bubbles if the child blows with a straw. It is a good time to practice pouring and learning measures with different size containers. You can also discuss what sinks and what floats and let the child experiment or guess which toys or materials such as sponge, paper, or plastic will float. Help your child understand hot and cold and how to begin regulating his water. A line painted on the tub can help the child know when to cut water off.

4

This is a good time to insure the regular independent skills of brushing teeth or wiping, flushing, and washing hands after trips to the toilet. Make a check sheet with stars or checks if your child needs help with these routines. Rewards can be gradually dropped once the habits are established.

5

Scales are often found in bathrooms. If you have scales, let your child talk about weight; and weigh himself/herself, friends and toys. Let the child compare weights by holding two objects, guessing which is heaviest and then checking the weight. A chart of the child's own growth can be kept. Some children are ready to help read the numbers on the scales.

Remarks:

Related Children's Books

Barrett, Judi. *I Hate to Take a Bath.* Englewood Cliffs, N.J.: Four Winds Press, 1975.
Jackson, Ellen B. *The Bear in the Bathtub.* Reading, Mass.: Addison-Wesley Publishing Co., 1981.
Vigna, Judith. *The Little Boy Who Loved Dirt and Almost Became a Superslob.* Chicago: Albert Whitman & Co., 1975.
Yoken, Jane. *No Bath Tonight.* New York: Thomas Y. Crowell, 1978.

UNIT 20

This unit can open many new areas of experience for your child. The appreciation for a community helper, the fun of sending mail, the excitement and wonder of receiving letters and packages from other places, and the interest of looking at pictures on stamps can all be a part of this unit. The following activities can help expand your child's world:

MAIL CARRIER

Week of_____

1

Talk to your child about the mail carrier. Try to establish the approximate time of mail delivery and let your child watch for the arrival. This may be an opportunity for you and your child to collect the mail and meet the mail carrier personally. This can help your child see the carrier as a community helper and friend. One day you might encourage your child to offer a cool drink or snack as a special "thank you" for bringing the mail.

2

Find some coupons to clip or items to order that will give your child something to mail and also anticipate in the return mail. Let the child place them in envelopes, seal and stamp them. There are many free folders and catalogs that will provide good cut-out materials for your child. A post card sent to the Chamber of Commerce of big cities will always bring attractive brochures in return.

3

Make family mailboxes out of ½ gallon milk cartons or large juice cans. Put family member names on the boxes. Assist your child in sorting the daily mail. This can be a good time to practice name and number recognition.

4

Let your child decorate stationary with drawings, stickers, cut outs, or potato stamps. Suggest that he/she dictate a letter for you to write to a grandparent, relative or friend.

5

Make a trip to the post office and show your child the local and non-local mail slots. Explain that mail is sorted, put on trucks, and planes and delivered to other cities all over the world. Let your child purchase a few stamps, examine the pictures or designs, stamp some letters, and drop them in the slots

6

Make a mail carrier's hat. Use paper bags that are seven inches wide on widest side. Cut bag off about 3 inches from the bottom. Have the child paint the bottom portion of the bag blue. Cut out a black brim and have the child staple or glue it to the blue portion of the bag.

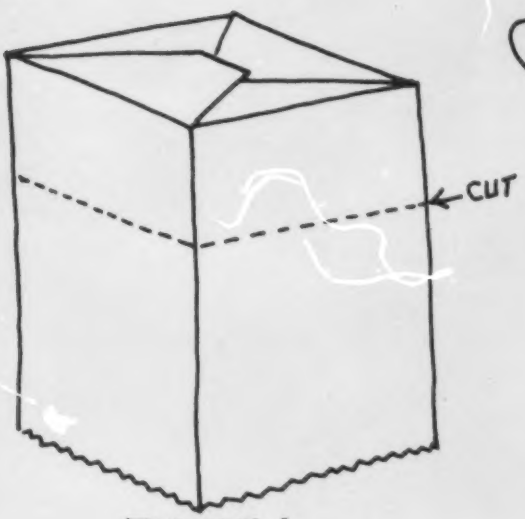


FIGURE A

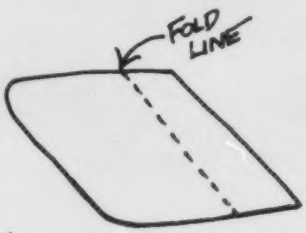


FIGURE B

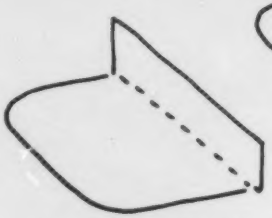


FIGURE C

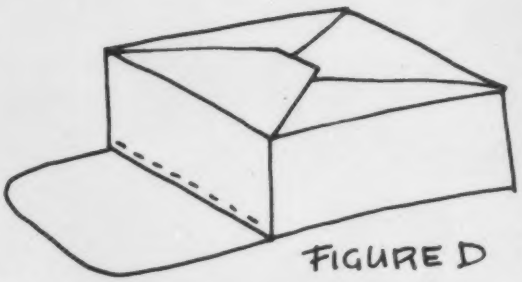


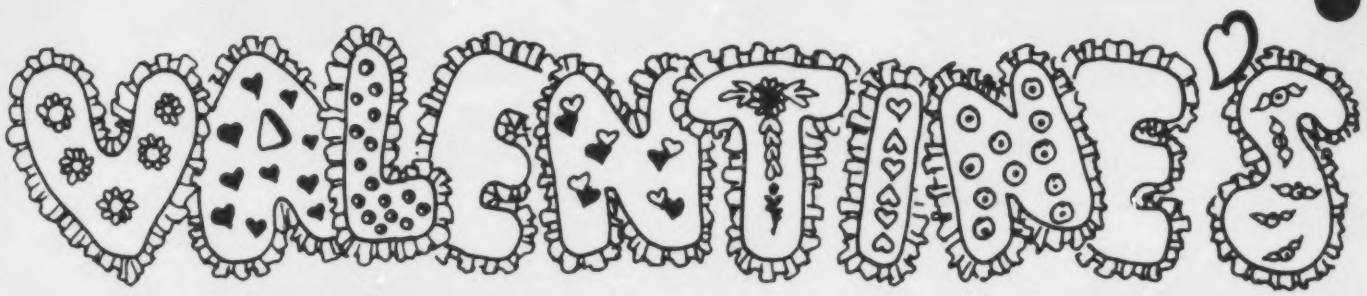
FIGURE D

Remarks:

Related Children's Books

Keats, Ezra Jack. *A Letter to Amy*. Harper & Row, 1968
Scarry, Richard. *Postman Pig and His Busy Neighbors*. New York: Random House, 1978.
Suhl, Uri. *Simon Boom Gets a Letter*. Englewood Cliffs, N.J.: Four Winds Press, 1976.

UNIT 21



VALENTINE'S DAY

Week of_____

Valentines Day can be a special time for children to express their loving feelings toward family and friends. Parents will also want to encourage such expressions throughout the year. Discuss with your child the joy of showing affection and sending cards or gifts. Make this holiday one that the family celebrates together with decorations, colorful foods and greetings. Some of the following activities may help make Valentines Day special for your child:

1

Let your child make Valentines for family by providing red and white paper, lacy doilies or stickers and glue. Give child assistance with cutting as needed but let him/her have the satisfaction of creating the combination of materials wanted.

2

Card sorting can be fun for a child who has learned to identify hearts. Let the child see how many "Valentine" cards he/she can find in a deck of playing cards. Number recognition and counting of the hearts on each card can also be done.

3

From gummed labels, colored with red crayon, cut 5 small hearts about the size of the child's fingernails. Stick the small hearts to the child's five fingernails on one hand. Help the child learn the following fingerplay, extending one finger with each couplet:

One little Valentine said, "I love you,"
Tommy made another, then there were two.

Two little Valentines, one for me,
Mary made another, then there were three.

Three little Valentines said, "We need one more,"
Johnny make another, then there were four.

Four little Valentines, one more to arrive,
Susan made another, then there were five.

Five little Valentines all ready to say,
"Be my Valentine on this happy day."

4

Let your child take some homemade cookies or a hand-made card to some sick or elderly person, grandparent, or neighbor who is selected by the child. Such relationships can be meaningful to both the child and adult and will probably not be developed without parental guidance and assistance.

5

Let your child help mix and bake Valentine sugar cookies.

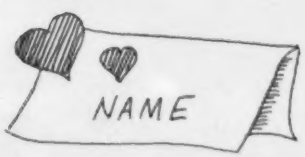
Cream well:
- 1 cup margarine
- 1 cup powdered sugar
- 1 cup gran. sugar
- 2 eggs
- 2 tsp. vanilla

Dry Ingredients:
- 4 cups flour
- 1 tsp. salt
- 1 tsp. soda
- 1 tsp. cream of tartar

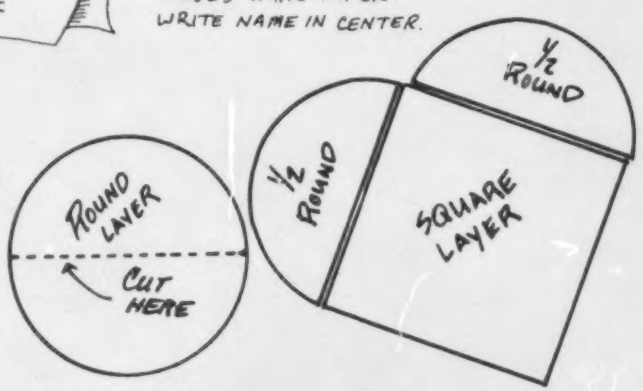
Alternate dry ingredients with 1 cup Mazola oil. Beat well and chill overnight. Make in balls and flatten with the bottom of a glass dipped in sugar. Place red candy heart in center of each cookie. Bake at 350° for 10 minutes.

6

Let your child help plan and make items for a family Valentine dinner. Place cards, center piece or placemats may be made by the child. A Valentine tree may be made of twigs stuck in a fruit juice can of dirt covered with foil. Blooms of heart shaped gum drops stuck on the twigs are colorful and tasty treats after dinner. A Valentine cake made with one round and one square pan can be covered with pink frosting. (See Diagram)



HEARTS ARE CUT OUT OF RED PAPER AND PASTED ON FOLDED WHITE PAPER. WRITE NAME IN CENTER.



Remarks:

Related Children's Books

Cohen, Miriam. *"Bee My Valentine."* New York: Greenwillow Books, 1978.
Schulz, Charles. *Be My Valentine Charlie Brown.* New York: Random House, 1973.
Schweinger, Ann. *The Hunt for Rabbit's Galosh.* New York: Doubleday & Co., 1976.

UNIT 22

FRUIT

Week of_____

Your child will be introduced to fruit during this unit of study. Learning to identify many different fruits through shape, color, texture, and taste can be a part of your child's learning and enjoyment. Some children will be interested to learn how fruits grow and how we prepare them for eating. Through some of the following activities, help your child expand his/her knowledge and experience:

1

Let your child plant some fruit seeds such as watermelon, cantelope, avocado or citrus fruit. Though the child may not see a full cycle, he/she can enjoy watching a seed sprout and talk about the way all fruits grow on vines, bushes or trees that come from the seeds.

2

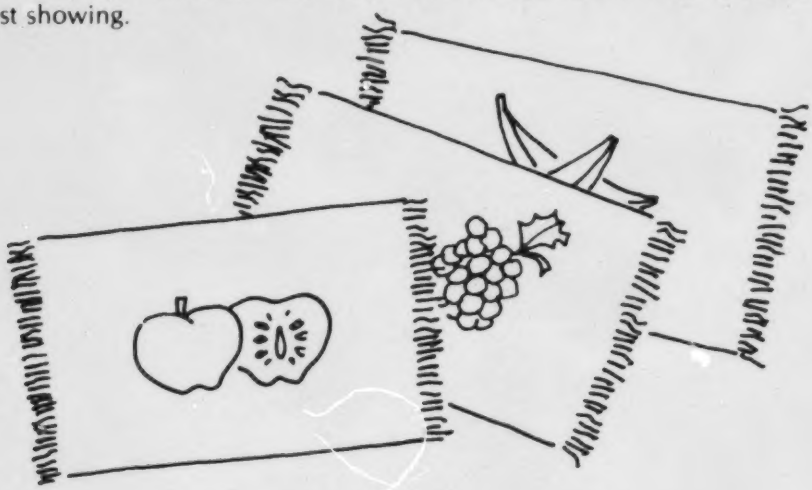
Prepare a fruit salad and let the child assist with washing, peeling or cutting softer fruits. If the child hasn't helped prepare the salad, play a guessing game about what fruits are in the salad you have made.

3

Let the child accompany you to the grocery store and see how many different kinds of fruit are available. If possible permit the purchase of one of several varieties so that the child may compare textures and tastes. This is a good time to help learn the five senses by looking at size, shape and color; by smelling with eyes closed; by feeling rinds and textures; by tasting sweet and tart; by hearing crunchy apples.

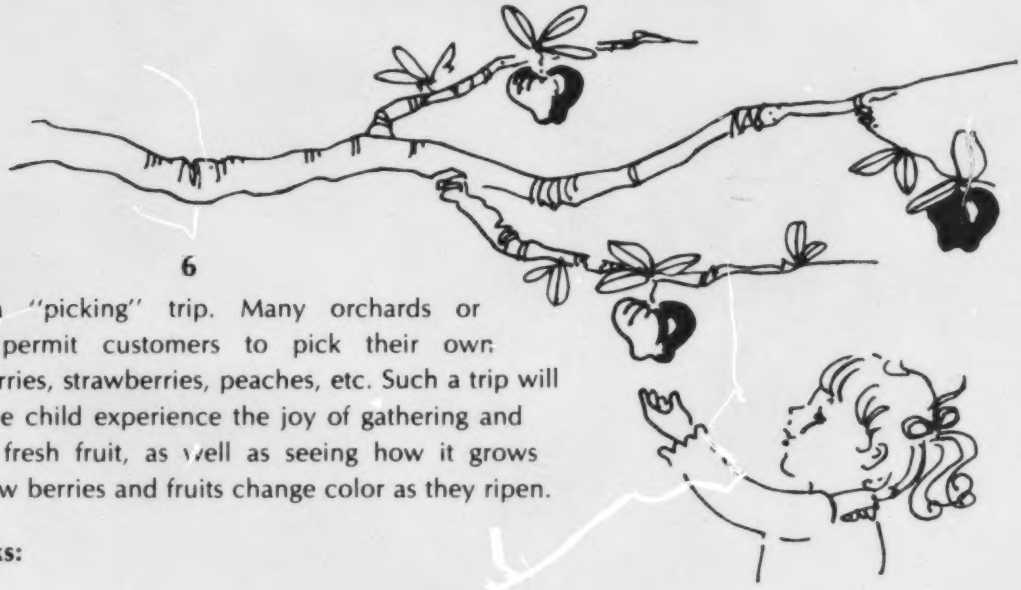
4

Make fruit placemats by drawing fruit designs on a heavy cotton fabric that has been hemmed or frayed on the ends. Let the child color the fruits with wax crayons. "Set" the color by placing waxed paper over the design after it is colored. A different fruit might be planned for each member of the family. Names can also be added. The figures and letters should be colored with to make best showing.



5

Make play-doh fruits. See if child can copy different real fruits as models. Place them in a bowl and use as a centerpiece at dinner for the whole family to enjoy.



6

Plan a "picking" trip. Many orchards or farms permit customers to pick their own blueberries, strawberries, peaches, etc. Such a trip will help the child experience the joy of gathering and tasting fresh fruit, as well as seeing how it grows and how berries and fruits change color as they ripen.

Remarks:

Related Children's Books

Burningham, John. *The Shopping Basket.* New York: Thomas Y. Crowell, 1980.
Hogrogrian, Nonny. *Apples.* New York: Macmillan Publishing Co., 1972.
Martin, Dick. *The Apple Book.* New York: Golden Press, 1973.
McClosky, Robert. *Blueberries for Sal.* New York: Viking Press, 1948.
Thompson, Susan. *One More Thing Dad.* Chicago: Albert Whitman & Co., 1980.

UNIT 23

THINGS WE RIDE

Week of_____

During this unit your child will be introduced to various means of transportation. It can be exciting for the child to become aware of the types and purposes of different vehicles. Through this unit, your child can also learn about energy, conservation, safety and personnel that operate various modes of transportation. Use riding time in your car to talk about some of these aspects with your child. Following are additional activities:

1

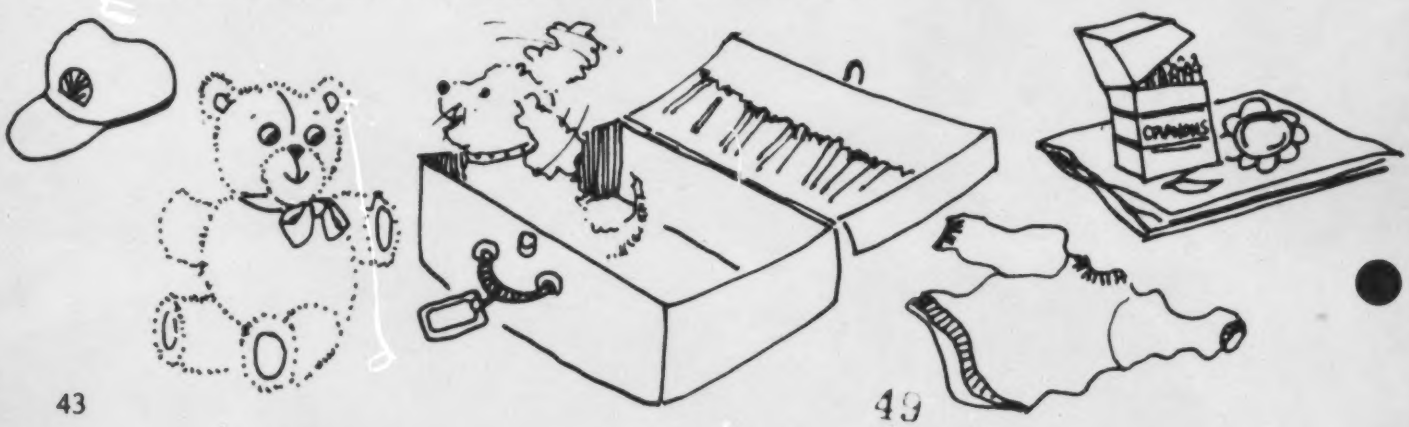
From magazine pictures make a collage of things we ride. This can include horses, camels, wagons, tricycles, motorcycles, skateboards, etc. as well as larger vehicles. Talk about the energy used by different vehicles and our need to save it by having smaller cars, use of car pools, and public transportation. The relative speed of various things we ride can also be discussed as the collage is made. Safety through use of rules, lights and training of drivers can be emphasized.

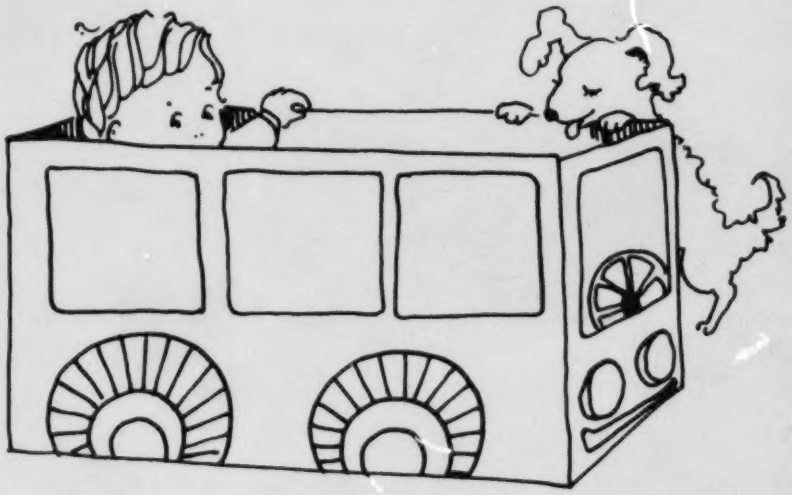
2

When traveling, play "Transportation Poker" by assigning values to different vehicles such as 5 points for planes, 4 points for trains, 3 for boats (in or out of water), 2 points for buses and 1 for trucks. Graveyards cancel the score. The family or child might have a cool drink or small prize when a certain score is reached. The team effort in this game is preferable to a competitive game.

3

Help expand your child's memory by playing "I'm Going on a Trip." This can be a family game in which the first person says, "I'm going on a trip and I'll take a suitcase, and my dog." Each player keeps adding an item with each turn, but must also repeat previous items. Some children may need to actually use real objects or act it out to remember.





4

Using a large cardboard box, let your child make a play bus or car. Wheels, doors and windows may be drawn with crayons. Pillows inside make the "car" or "bus" a cozy play place for the child to play.

5

Try to arrange for your child to experience rides on as many different vehicles as possible. Each will have its special thrill—the bus, train, plane, boat or ferry. A city bus ride may be an exciting trip for a child who has only traveled in a car. A short train trip, taxi ride or ride on a truck can also be a new experience.

Remarks:

Related Children's Books

Burningham, John. *Mr. Grumpy's Motor Car.* New York: Thomas Y. Crowell, 1973.
Crews, Donald. *Freight Trains.* New York: Greenwillow Books, 1978.
Crews, Donald. *Trucks.* New York: Greenwillow Books, 1978.
Kessler, Ethel and Kessler, Leonard. *Big Red Bus.* New York: Doubleday & Co., 1957.
Piper, Watty. *The Little Engine That Could.* New York: Platt & Munk, 1980.
Schulz, Charles. *Snoopy's Facts and Fun Book About Planes.* New York: Random House, 1979.

UNIT 24

CIRCUS

Week of_____

The circus unit is an opportunity for your child to learn about animals, parades, performers. It is a special event children find most entertaining. See how many new concepts you can help your child explore. Try the following activities:

1

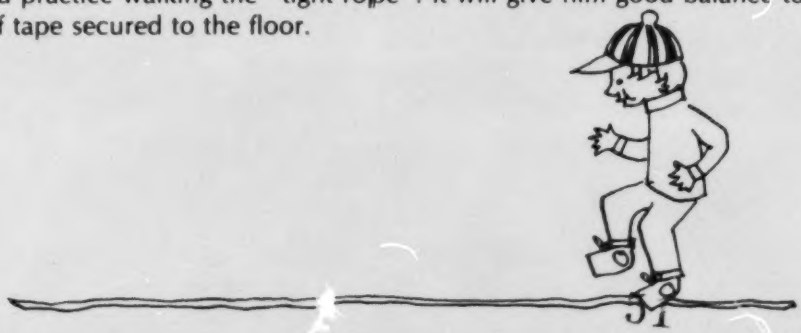
Take your child to a circus in your area if possible. Help the child anticipate what he will see by describing the performers and their years of practice or training. If a circus book is available at the public library, it can add to your child's anticipation of the event. Let the child earn money at home before going to buy his own treats. Remember to listen while the child describes it to you afterwards. Ask what he likes most. Help him talk about what he saw.

2

Purchase a box of animal crackers and help your child learn the names of the animals.

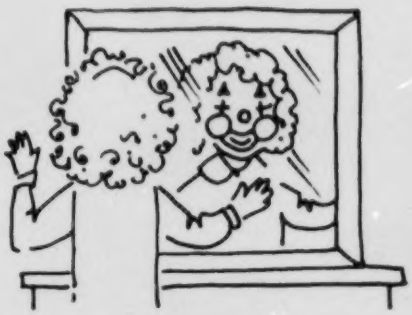
3

Let your child practice walking the "tight rope". It will give him good balance to practice walking on a piece of tape secured to the floor.



4

Make a clown face with make-up on your child. Your child will enjoy finding a picture to copy or simply watching in the mirror as you apply the clown face.

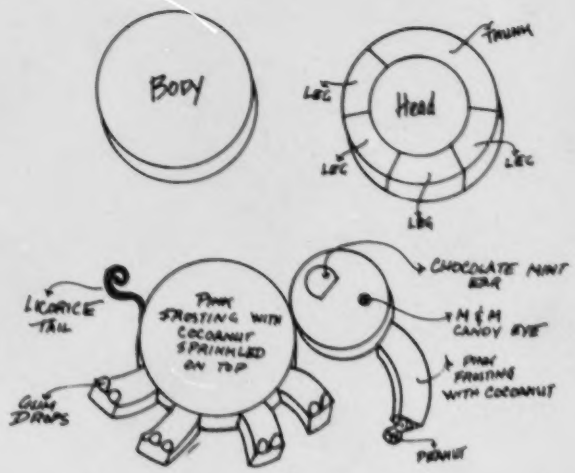


5

Encourage your child, the family, or friends to play circus roles which can be enhanced by dress-up or improvised costumes. The acrobat with tights, the animal trainer with whip, the ticket agent with tickets, the ring master with megaphone, the clowns with funny hats, and the popcorn seller with homemade popcorn in bags can all make the production of a home circus fun.

6

Make a circus cake and decorate it with small plastic animals or clown picks. Let your child help stir ingredients together and arrange the figures on the cake. An elephant cake using 2 nine inch layers as shown here will also appeal to your child.



7

Finger Play:

This little clown is fat and gay; (thumb)
This little clown does tricks all day; (pointer)
This little clown is tall and strong; (middle finger)
This little clown sings a funny song; (ring finger)
This little clown is wee and small; (little finger)
But he can do anything at all!!!

Remarks:

Related Children's Books

Bruna, Dick. *The Circus.* New York: Methuen, 1975.
Baker, Eugene and Baker, Donna. *Under the Big Top - Clowns.* Windermere, Fla.: Ray Rourke Publishing Co., 1980.
Bond, Michael and Banbery, Fred. *Paddington at the Circus.* New York: Random House, 1974.
Prelutsky, Jack. *Circus.* New York: Macmillan Publishing Co., 1974.
Wildsmith, Brian. *The Circus.* New York: Oxford University Press, 1980.
Zokeisha. *Come to the Circus.* New York: Wanderer Books, 1980.

UNIT 25

NATURE HIKES

Week of_____

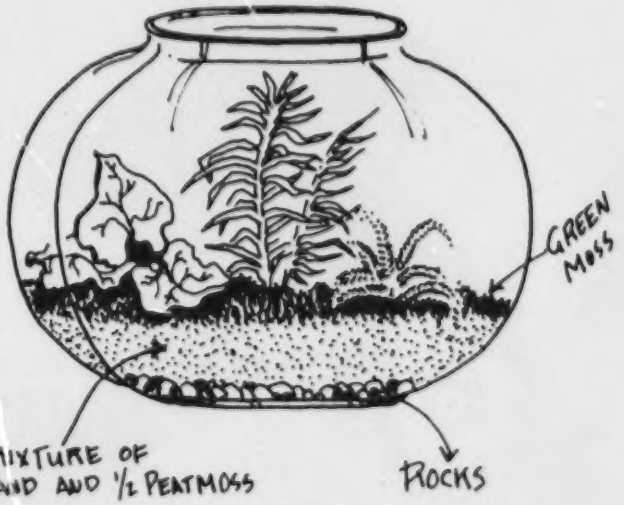
Nature hikes can be a time for your child to realize the vastness of the blue sky, the height of big trees, the smell of wild flowers, the softness of green moss, the invigoration of creek water, the sounds of chirping of birds, and the symmetry of a spider's web. In addition to the use of all his/her senses, the child's wonder at the beauty of creation can be stimulated. The changing seasons make nature hikes a new experience throughout the year. The purpose of this unit is to help your child learn to observe, understand and appreciate the world in which he/she lives. Enjoy the following activities with your child:

1

Take several nature hikes. Remember that children tire easily and a short enjoyable stroll close to home may make the child want to go again. Let the child collect items of interest such as rocks, leaves, nuts, etc. A small bag for treasures should be carried. Explain things and help the child compare or contrast objects but avoid boring the child when interest wanes. Keep it fun.

2

Arrange and display items collected. Rocks may be put in boxes with color or size categories. Leaves may be ironed between two sheets of waxed paper to help preserve them. Nuts, acorns, seed pods, pine cones and gum balls can be glued to make dried arrangements on a board or cardboard. A small terrarium with a mixture of ½ sand and ½ peat moss may be decorated with moss and small plants.



3

Make the nature hike special by having a scavenger or a treasure hunt. A small prize might be hidden after a list of scavenger items have been found. Hide the prize by diverting the child's attention, then help the child "find" the surprise. The child will then look forward to nature hikes with a special excitement.

4

Make a seasonal scrapbook with samples and/or pictures from each season. This can provide an opportunity to talk with your child about the life cycle of nature, both plants and animals. The difference between living and non living objects can be mentioned. Appropriate attire for each season can be included. The following list can suggest things to be noted: worms, nuts, rocks, spider webs, sweetgum balls, acorns, moss, pine cones, wild flowers, seed pods, feathers, bird nests, bark, and leaves.

5

Use nature hikes as an opportunity for expanding your child's motor skills. Walking on fallen trees can help acquire balance. Jumping over limbs, carefully stepping on stones to cross a creek, climbing a tree, running through a field, rolling down a hill, cartwheels in a meadow, climbing a steep hill can all be new experiences for your child. By playing follow the leader, you can structure some of these experiences.

6

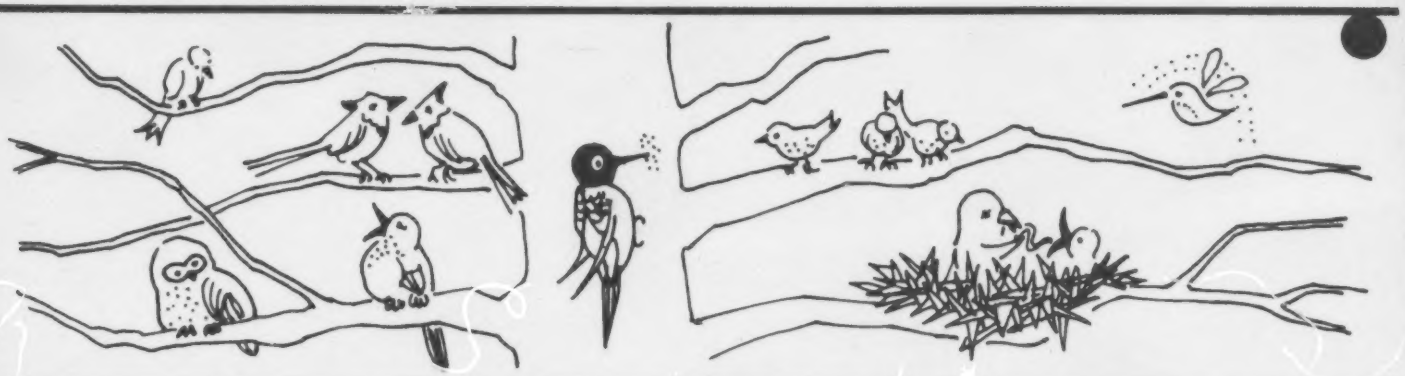
Plan a nature hike that includes a picnic. Let the child help decide on the menu and help with the food preparation. Crumbs or scraps may be scattered for animals or birds which hopefully the child may see retrieve the food. Discuss the elements of nature such as: sun, wind, rain and their role in growing plants. Talk about different ways plants and trees can be used: (1) food for people, (2) food for animals, (3) oxygen, (4) buildings, (5) fuel, (6) beauty and enjoyment. This may help your child recognize his/her dependence on nature.

Remarks:

Related Children's Books

Berenstain, Stan and Berenstain, Jan. *The Bear Nature Guide*. New York: Random House, 1975.
Schulz, Charles. *Snoopy's Facts and Fun Book About Nature*. New York: Random House, 1980.
Wolkstein, Diane. *The Visit*. New York: Albert A. Knopf, 1977.
Zolotow, Charlotte. *One Step Two*. New York: Lothrop, Lee & Shepard Co., 1981.
Zolotow, Charlotte. *Say It!* New York: Greenwillow Books, 1981.

UNIT 26



This unit will help your child become more aware of birds. Except in very urban places, birds are in evidence. Watching, identifying, listening, feeding, and providing bird houses and baths can give your child many pleasant experiences. The following home activities are suggested:

BIRDS

Week of_____

1

Begin to point out birds to your child. Note the differences of color and size. Name the birds you recognize and try to learn new ones. If there are not any birds in your yard, call attention to them on hikes or trips.

2

Talk to your child about where birds live. If possible, put up a bird house and watch for occupants. Go on an abandoned bird nest hunt. Let your child retrieve the nest and examine the materials of which it is made. Make some play-doh eggs to give the idea of bird egg size.

3

Arrange a place for the birds to bathe. If you do not have a regular bird bath, try a large flat pan filled with water on an old stump.

4

Talk with your child about foods that birds eat. Feed the birds by making a bird feeder using a discarded cardboard roll (&toilet tissue, paper towel, etc.). Coat with peanut butter. Roll in bird seed. Hang feeder in a tree or window where birds eating off the feeder can be observed. Birds also like a mixture of bacon drippings and cornmeal. This can be placed on a bird feeder or pan in the yard.

5

If there are birds in your area, listen for their early morning songs and call your child's attention to the various sounds. See if you can locate the bird that is singing and learn to match the birds and their songs. Explain to your child that birds establish their territories and call their mates by singing and that this is done primarily in the spring when they are building nests and having young birds.

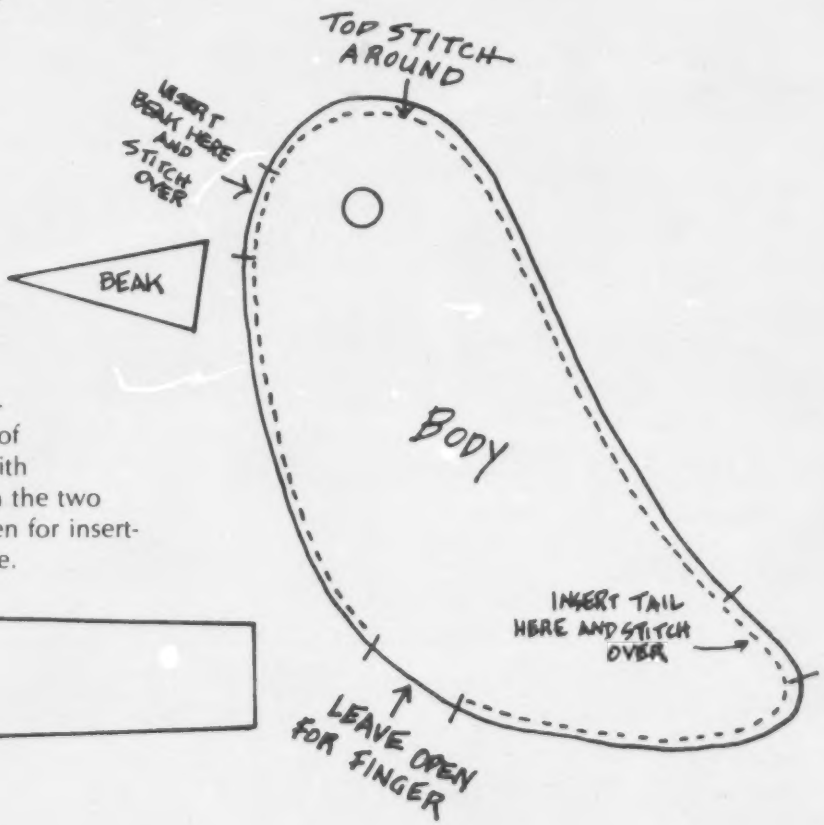
6

Fingerplay: (using 5 finger puppets and removing a a puppet each time)

Five little blue birds sitting in the nest,
One flew away and four was the rest.
Four little blue birds sitting in the trees,
One flew away and then there were three.
Three little blue birds looking at you,
One flew away and then there were two.
Two little blue birds sitting in the sun,
One flew away and then there was one.
One little blue bird sitting all alone,
One flew away and then there were none.

7

Using a pattern make five bird finger puppets for fingerplay. Top stitch two layers of felt or heavy fabric together with beak and tail stitched between the two pieces. Leave bottom area open for inserting a finger. Glue eyes in place.



Remarks:

Related Children's Books

Eastman, P.D. *The Best Nest.* New York: Random House, 1968.
Holl, Adelaide. *The Remarkable Egg.* New York: Lothrop, Lee & Shepard Co.. 1968.
Hutchins, Pat. *Good-Night Owl.* New York: Macmillan Publishing Co., 1972.
Krauss, Ruth. *The Happy Egg.* New York: J. Philip O'Hara, 1967.
Wildsmith, Brian. *Birds by Brian Wildsmith.* New York: Oxford University Press, 1980.

UNIT 27

SPRING

Week of_____

The coming to life of bulbs, shrubs and trees provides a time of wonder and enjoyment for young children. During nature walks, help your child utilize all the senses to recognize the signs of spring. Seeing the colors, hearing the wind and bird sounds, tasting honeysuckle nectar, feeling bark and moss, and smelling flowers or decaying leaves will impact every sense.

1

Talk with your child about temperature changes in the spring and the coming to life of bulbs, trees and plants. Watching bulbs sprout in a bowl of rocks can give your child an opportunity to watch the process closely.

2

Make a puzzle by cutting a picture of a spring scene from a calendar or magazine. After gluing it to cardboard, cut the picture into about 10 pieces (or more if your child can manage more complex puzzles). This can give your child good training in spatial perception.

3

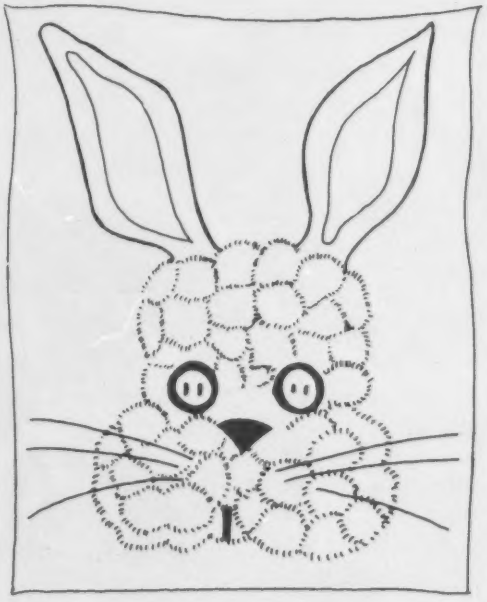
Visit a farm and see baby ducks, chicks, rabbits, calves or pigs. Most children will enjoy touching and petting such baby animals. The birth process of animals can be a beginning sex education which you can share with your child.

4

Help your child learn to sort objects. Use and egg carton with different colored paper or candy eggs in each slot. The carton can be used for various sortings and will give your child practice in differentiating between small objects.

5

Make a rabbit with cotton balls glued on cardboard. Eyes may be made with pink buttons and whiskers with broom straws. Color the inside of the ears pink. Call attention to the softness of the cotton and tell your child how cotton grows on a plant, not like fur.



6

Save broken egg shells that have been rinsed until you have enough to use for a mosaic picture. Break the shells into small pieces about ¼"-½" pieces. Using food coloring or water colors, tint the egg shells different colors. Allow them to drain on newspaper or paper towels. Let your child make a mosaic design with the colored shells by using glue on a piece of cardboard or construction paper.

7

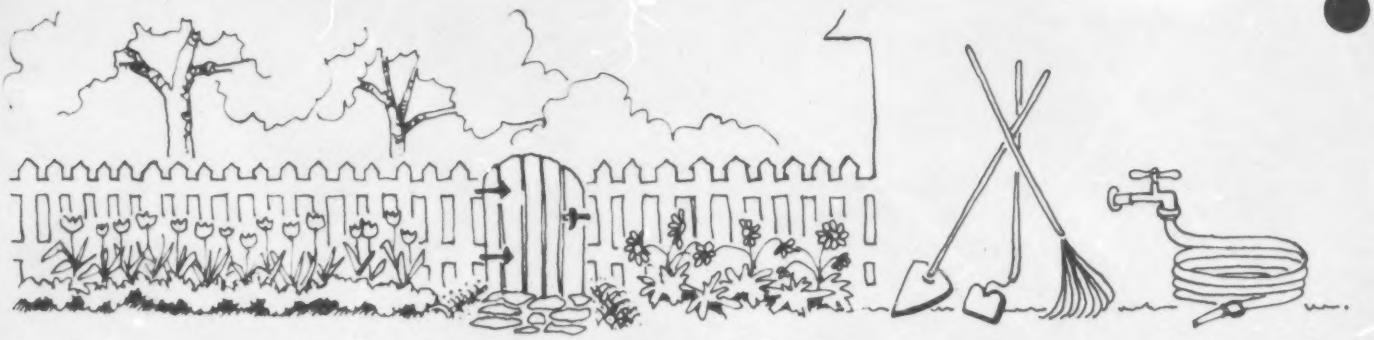
Nature needs to be experienced, so when you take a nature walk let the child wear clothes for rugged treatment and leave ideas of cleanliness at home. Your child will enjoy splashing in puddles, letting mud squish through toes or fingers, digging into dirt or forest floor to find worms, mushrooms or insects. Walks may be centered around certain concepts such as: homes for various animals, growth of leaves, or food chain cycles. Sharing your enthusiasm and comfort with the child's experience will heighten his/her enjoyment.

Remarks:

Related Children's Books

Clifton, Lucille. *The Boy Who Didn't Believe in Spring.* New York: E.P. Dutton, 1973.
Getz, Arthur. *Hamilton Duck's Springtime Story.* New York: Golden Press, 1974.
Moncure, Jane Belk. *Spring Is Here.* Elgin, Ill.: Child's World, 1975.
Zolotow, Charlotte. *One Step, Two...* New York: Lothrop, Lee & Shepard Co., 1981.

UNIT 28



GARDEN TOOLS

Week of_____

This unit can give your child some knowledge of various tools and their different uses in garden and yard work. It can also be a time for your child to learn to use the tools and feel a pride in participation. Shovel, rake, hoe, hose and lawnmower are basic tools, though you may want to introduce other ones also. Remember that small beginnings and lots of praise help a child maintain interest. Try some of the following activities:

1

Raking leaves is an activity most children enjoy. Let your child assist with this whenever it is being done. Make the task small enough that the child can feel a sense of accomplishment. Playing and jumping in a pile of raked leaves can be a reward for the effort. This can be a time to talk with your child about how the leaves decay and others will come again in the spring.

2

Let your child use and play with the hose. This can be an opportunity to observe the revival of wilted plants and to talk about the care of plants. Perhaps a small bed of plants can be the child's special area for digging, planting and watering. This can develop a sense of pride and responsibility. It can also give the child an experience of wonder and anticipation in the planting of seeds.

3

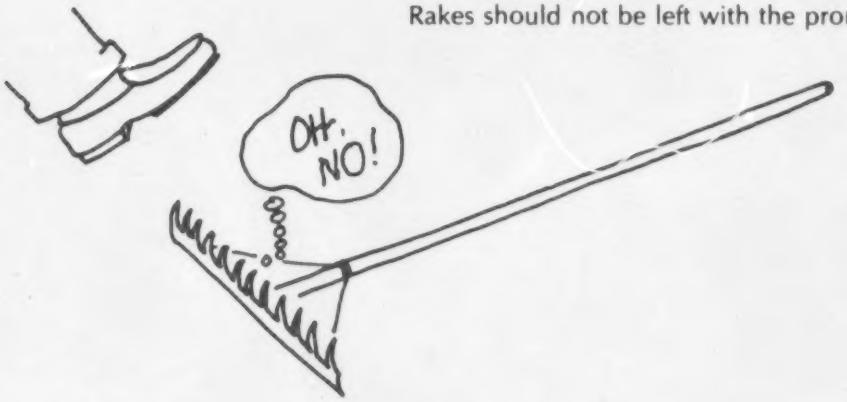
In addition to soil preparation, digging with a shovel and hoe may appeal to a child's sense of curiosity about what one finds in the ground. Digging for earthworms as fishing bait can add a new facet to a child's awareness of life underground. Let your child explore an area with a shovel and hoe and see what kind of life can be found.

4

Plan a field trip to a nursery, greenhouse, or friend who grows many plants. The rewards from the use of tools and proper care of plants can be appreciated when the number and varieties of plants form an impressive array. The gift of a plant or purchase of a shrub or tree can provide a special object of interest for the child to plant, care for and observe. The use of fertilizer and mulch can be explained. Be sure to let the child assist with the whole process.

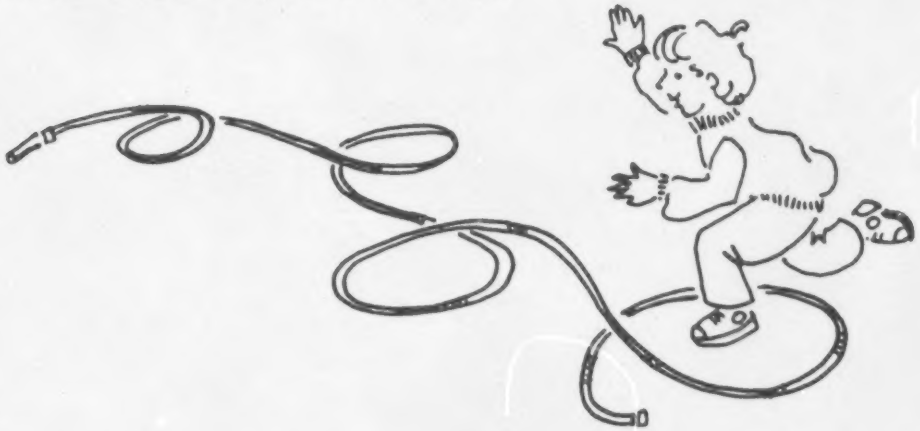
5

As your child is introduced to the names and use of tools, this can also be a time for discussing safety and the care of tools. Tools should be returned to the storage area and not permitted to rust—a concept that may need to be explained to your child. Rakes should not be left with the prongs upright.



6

Wind the hose in loops and let the child jump through the maze—a kind of hose hopscotch. The task may be made more complicated by tossing rocks into specified loops or by having the child stoop to pick up the rock when jumping to that hoop.

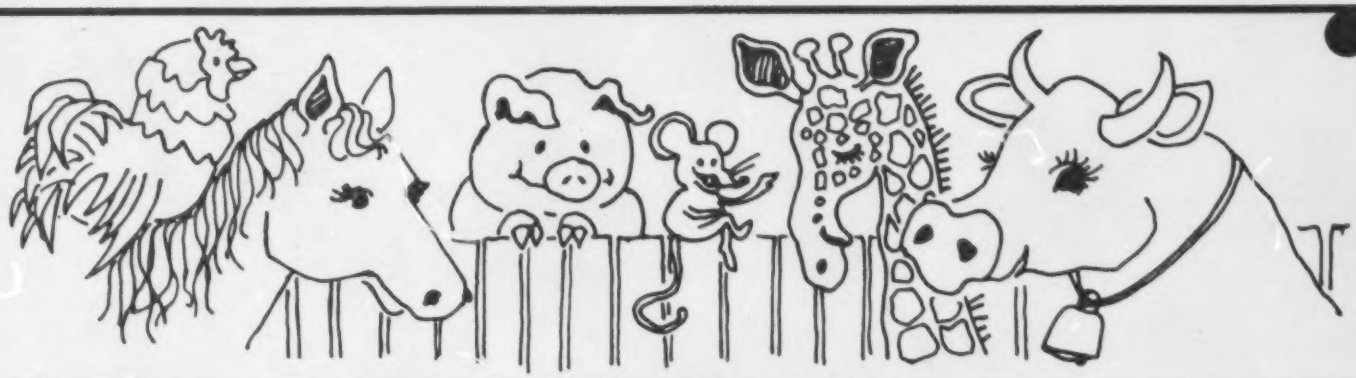


Remarks:

Related Children's Books

Bond, Michael and Banbery, Fred. *Paddington's Garden.* New York: Random House, 1973.
Harwood, Pearl. *Mr. Bumba Plants a Garden.* Minneapolis, Minn.: Lerner Publications, 1964.
Moncure, Jane Belk. *See My Garden Grow.* Elgin, Ill.: Child's World, 1976.

UNIT 29



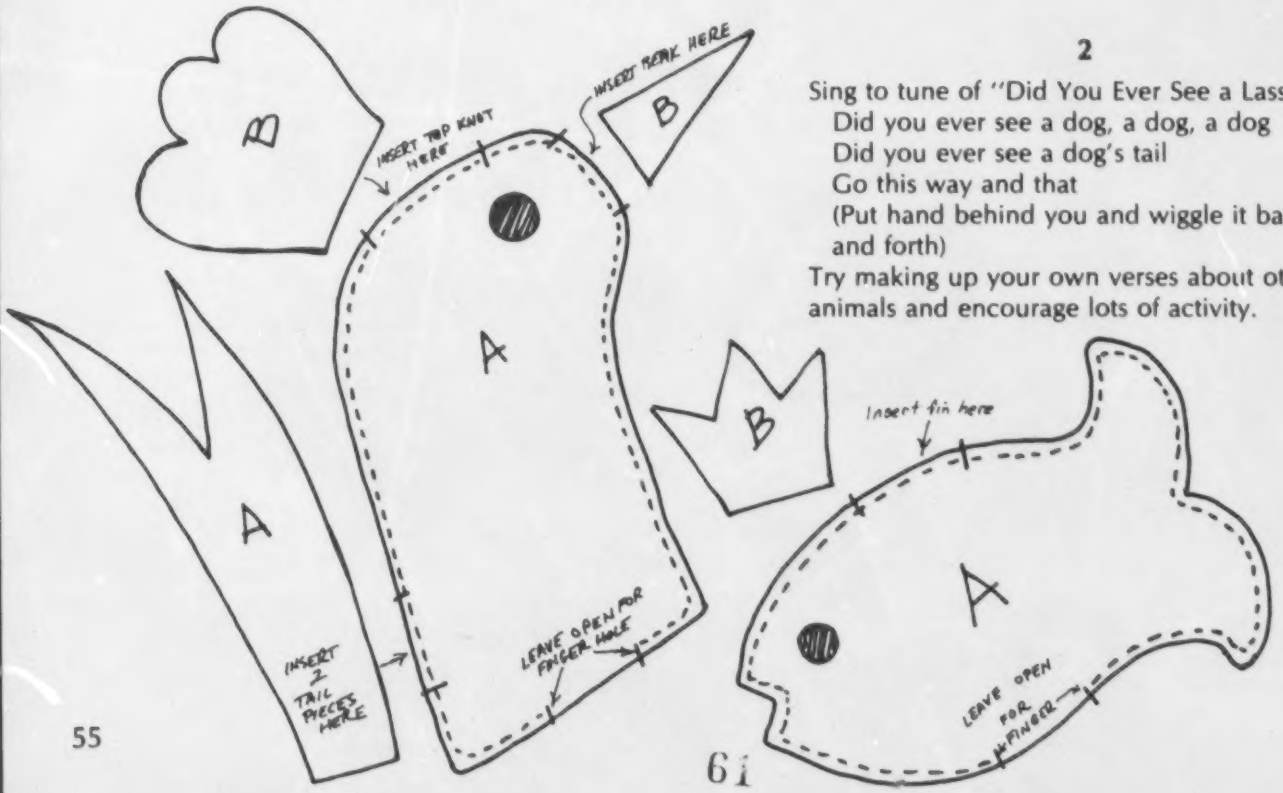
ANIMALS

Week of_____

During this unit, your child will be studying about animals such as: dog, cat, horse, and cow. This is an opportunity for you to help the child note the different characteristics, needs, habits, sounds, and uses of animals. Some children will be able to learn to identify many other new animals. Animals can provide an opportunity for your child to grasp some understanding of birth and the reproductive process. See how much you can add to your child's knowledge of animals and closeness to nature during this time.

1

Make finger puppets from felt or heavy fabric. Using patterns below, cut 2 of each outline and one of details. Top stitch basic pieces together inserting details as indicated. Glue on eyes. Encourage child to imitate sounds and movement of the animals.



2

Sing to tune of "Did You Ever See a Lassie"

Did you ever see a dog, a dog, a dog
Did you ever see a dog's tail
Go this way and that
(Put hand behind you and wiggle it back and forth)

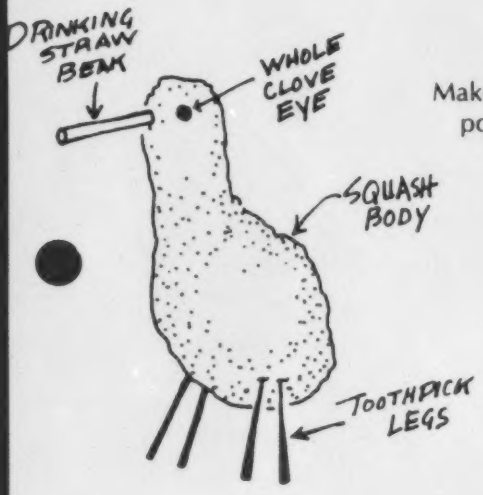
Try making up your own verses about other animals and encourage lots of activity.

3

Help your child distinguish between pets, farm animals, and zoo animals. Magazine pictures may be cut and put into a scrapbook with pages for each of the three categories. Talk about the jobs different farm animals do or the different foods we get from them. Plan a farm visit to see the animals. Talk about the proper feeding and care of pets and why some animals make good pets. Let your child feed the family pet for a week. Visit a zoo if possible and discuss why some animals are kept there.

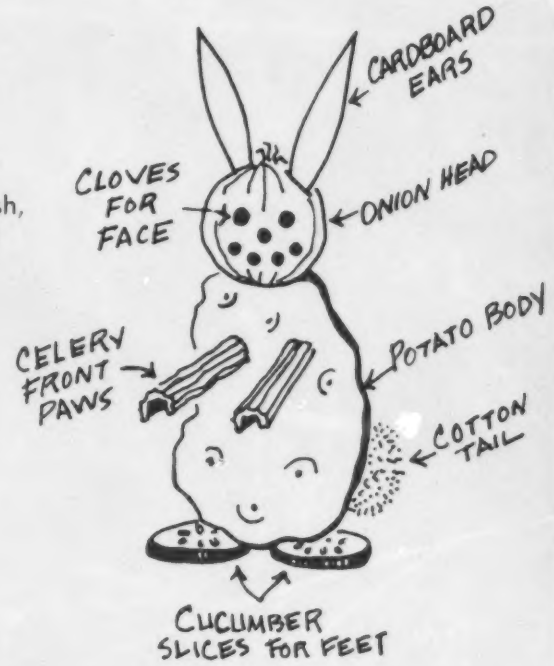
4

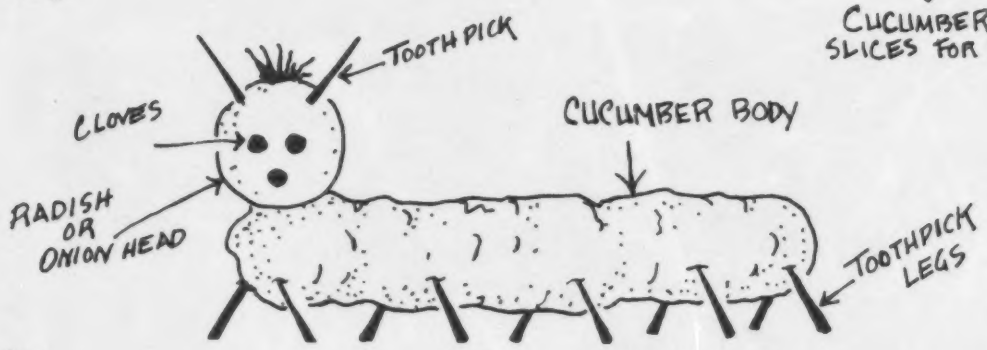
Play animal poker with your child on the next trip. Give credit for certain animals and let the child watch one side of the road while you or another adult help keep score. The other "team" or person may be an older sibling and/or another adult. The first one to reach a certain score wins. Cemetaries may be used as landmarks that take away a team's score, thus forcing that team to start over.



5

Make vegetable animals. Summer squash, potatoes, or cucumbers may be used as bodies. Radishes or small onions may be heads. Felt, cardboard, spices, cotton, yarn, and toothpicks can be added. Heads and accessories may be secured with toothpicks.





Remarks:

Related Children Books

Cole, Joanna. *A Calf Is Born.* New York: William Morrow & Co., 1975, 1975.
Fujikawa, Gyo. *Puppies, Pussy Cats and Other Friends.* New York: Grossett & Dunlap, 1975.
Goble, Paul. *The Girl Who Loved Wild Horses.* Scarsdale, N.Y.: Bradbury Press, 1978.
Holl, Adelaide. *The Rain Puddle.* New York: Lothrop, Lee & Shepard Co., 1965.
Wildsmith, Brian. *Wild Animals.* New York: Oxford University Press, 1979.

UNIT 30

THE FARM

Week of_____

This unit will permit your child to learn new things about the many parts of farm life and its helpfulness to everyone in the production of food. The persons, animals and machines of farm life will be included in the unit. The following suggestions may help you expand your child's knowledge of the farm:

1

Help your child learn the names of baby farm animals and match them up with grown animals i.e. cow-calf, horse-colt, sow-piglet, hen-chick, dog-puppy, cat-kitten, sheep-lamb, nanny-kid. The sounds of the animals may also be learned as a fun response when learning the animals names.

2

Help your child make a collage of a farm. A large cardboard box or big brown bag cut open can be a background. Catalog or magazine pictures of farm animals, houses, barns, trees, people and machines may be glued on. Crayons can be used to color fields, roads, sky, etc. Encourage the child to talk about the items and activity on the farm.

3

Visit a farm. The child will enjoy seeing the building, animals, fields and machines. If possible, let him observe the cows being milked or help gather eggs. Many farmers will be glad to talk with your child. Your County Agricultural Agent can help you locate a farm to visit.

4

Draw an outline of a horse or cow. Fill in the outline of the drawing with glue. Put used coffee grounds with glue. Put used coffee grounds over the glue. This makes the animal picture seem to have a hairy coat.

5

Visit a farmers' market and talk with your child about the vegetables and fruits grown by the farmers. Discuss the farmers' selling their produce for income to buy other necessities. The child may help prepare and cook a vegetable after the trip.

6

Show your child a field or garden where crops are growing. Let him/her plant pumpkin, bean, or corn seed in the yard, a flower pot, or plastic container. Let him water and care for the plants. Make sure the plants get sunshine.

Remarks

Related Children's Books

Dunn, Phoebe and Dunn, Judy. *Animals of Buttercup Farm.* New York: Random House, 1981.
Ginsburg, Mirra. *Good Morning Chick.* New York: Greenwillow Books, 1980.
Hutchins, Pat. *Rosie's Walk.* Macmillan Publishing Co., 1968.
Lindgren, Astrid. *The Tomten.* New York: Coward, McCann & Geoghegan, 1967.
Schulz, Charles. *Snoopy's Facts and Fun Book About Farms.* New York: Random House, 1980.

UNIT 31

VEGETABLES

VEGETABLES

Week of_____

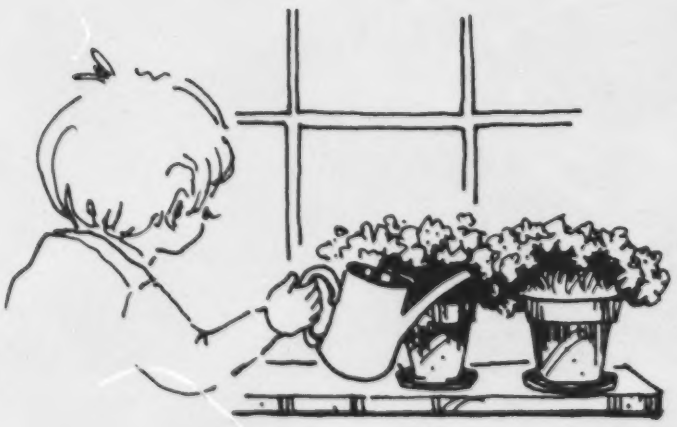
This unit will help your child learn to identiffy various vegetables such as corn, carrots, beans potatoes, and radishes. If your child knows these common vegetables, help him/her learn some new kinds. How vegetables are grown, prepared, and used in our diet can be a part of the additional learning in this unit. Different tastes and textures can also be explored. The activities listed below will be enjoyable and permit you to expand your child's knowledge about vegetables.

1

Let your child help prepare vegetables for the family. Begin with simple tasks such as breaking lettuce and beans or wrapping potatoes for baking. Later, carrot peelers may be attempted. Let the child serve the prepared vegetable to the family.

2

Get a seed catalog and let your child use the pictures to help you plan a week's menu. Guide choices to include green, starchy and yellow vegetables in the diet while still permitting the child to choose favorites from the categories.

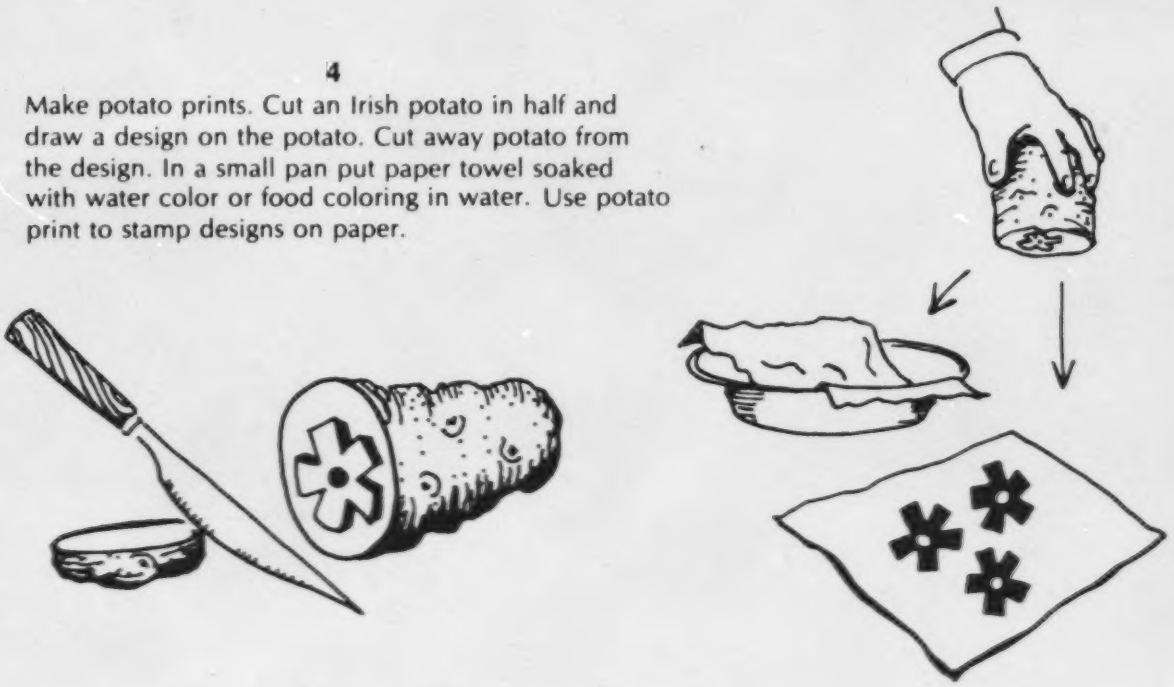


3

Let your child help plant parsley seeds and watch it grow in a window sill at home during the winter or plant some vegetable seeds or plants in a corner of the yard during spring. Help the child water the plants as needed and let the child share the "produce" with the family. The pride in achievement is a big reward.

4

Make potato prints. Cut an Irish potato in half and draw a design on the potato. Cut away potato from the design. In a small pan put paper towel soaked with water color or food coloring in water. Use potato print to stamp designs on paper.

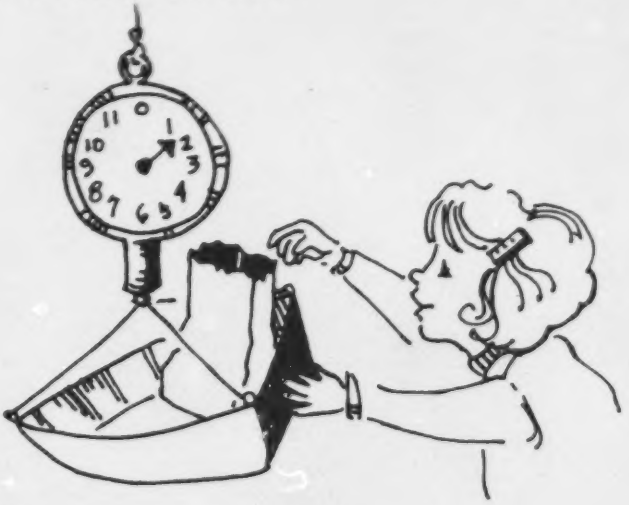


5

Discuss with your child how water helps plants grow and how it goes up into the plant through the stalk. Put a stick of celery in a glass of water colored with ink or food coloring. Watch the celery turn to the color of the water. It takes about 5 hours.

6

Take your child to the grocery store with you and see how many vegetables he/she can name. Teach him/her some new kinds. Let the child choose a vegetable for dinner. Show the child how vegetables are selected, weighed, and purchased.

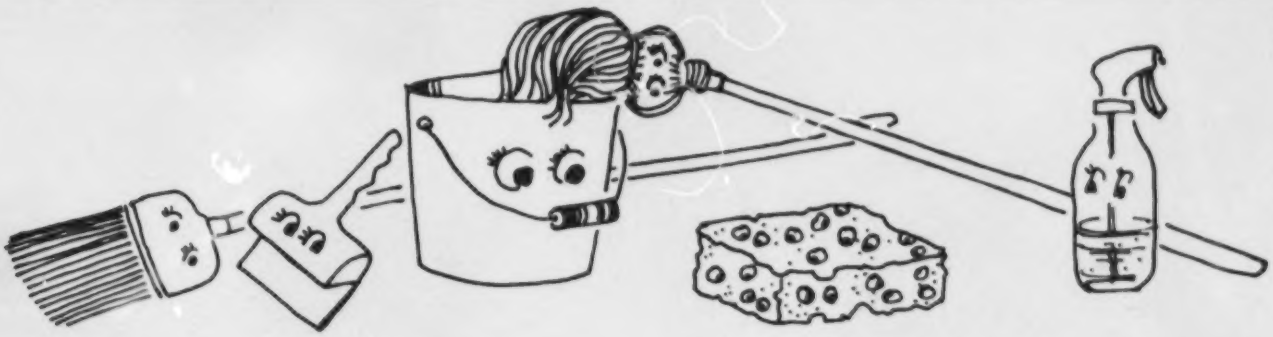


Remarks:

Related Children's Books

Barrett, Judi. *Old MacDonald Had an Apartment House.* New York: Atheneum, 1969.
Jordan, Helen. *How a Seed Grows.* New York: Thomas. Y. Crowell, 1960.
Krauss, Ruth. *The Carrot Seed.* New York: Harper & Row, 1945.
Moncure, Jane Belk. *See My Garden Grow.* Chicago: Children's Press, 1976.
Poulet, Virginia. *Bluebug's Vegetable Garden.* Chicago: Children's Press, 1973.

UNIT 32



THINGS WE CLEAN WITH

Week of_____

During this unit of study your child will be learning the names and uses of items used for housekeeping. The unit also provides a focus on the need for cleaning and the challenge and accomplishment that your child can feel by helping and doing needed chores. New skills and knowledge about how to maintain a clean and orderly home can be acquired during this unit of study. Try to request or expect tasks appropriate to the child's level of interest and ability with much praise and appreciation after he feels success. The good feelings and fun in doing will help maintain and expand the child's interest and willingness to do household tasks. Try some of the following activities:

1

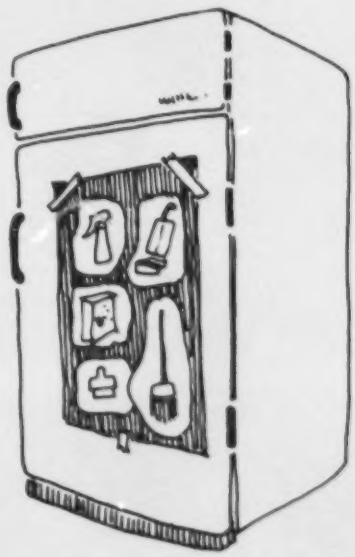
Try singing with your child as you work. When children perceive cleaning as a fun activity, chances are they'll want to do it too.

A. Action song to tune of "Row Your Boat"
Sweep, sweep, sweep the room
Sweep, wherever you see
Sweep, sweep, sweep the room
Now it's clean as it can be.

B. Song to tune of "My Bonnie Lies Over the Ocean"
We put water into the dishpan
We put in some detergent too
We wiggle our hands in the water
And the bubbles come tumbling through
Soap suds, soap suds
You feel good and clean dishes too-oo-oo
Soap suds, soap suds
You feel good and clean dishes too.

2

Cut pictures of broom, mop, vacuum cleaner, dust pan, sponges, pails, brushes, etc. from a catalog or magazine. Let your child go "seek" the objects in the home and learn where they are kept. A collage of these items can be taped on the refrigerator door.



3

Let your child cut and learn to match the items below that are used together. Make a game of it.

4

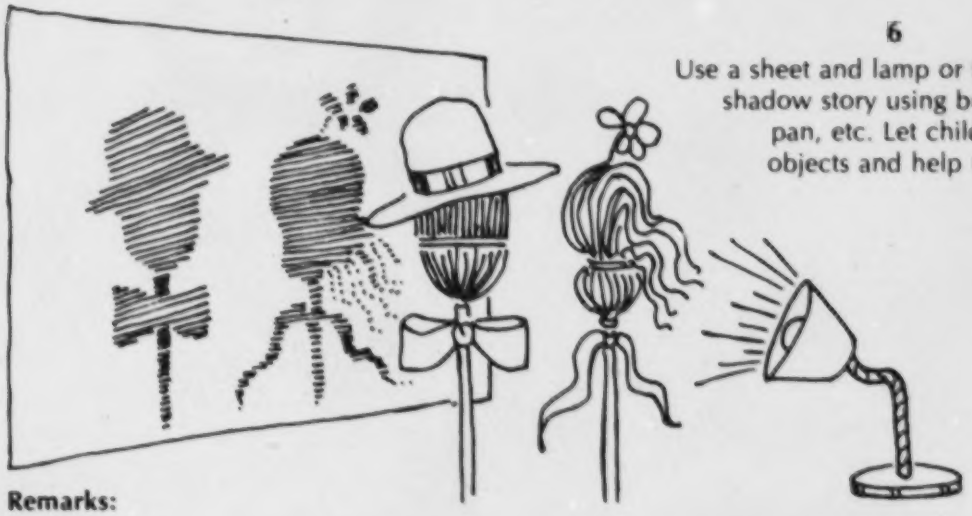
Let your child help push the vacuum cleaner. Talk about cleaning under, behind, beside, in front of, and on top of. This is a good time for your child to learn prepositions while helping. Explain that the vacuum cleaner sucks up dust. up dust.

5

Help develop your child's jumping skills by having him jump over the broom or mop as it moves slowly. Gradually increase the speed. Talk about fast and slow.

6

Use a sheet and lamp or flashlight to do a shadow story using broom, mop, dust pan, etc. Let child manipulate the objects and help make up a story.

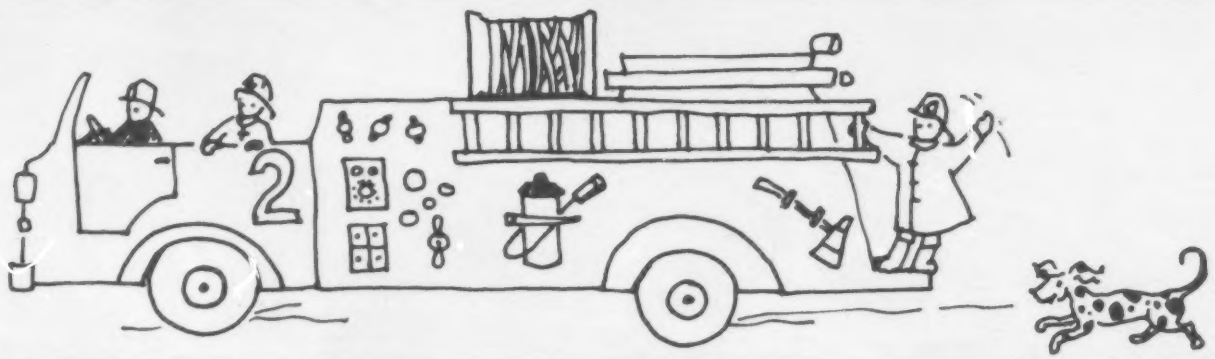


Remarks:

Related Children's Books

Black, Irma. *The Little Old Man Who Cooked and Cleaned*. Chicago: Albert Whitman & Co., 1970.
Wolde, Gunilla. *Betsy and the Vacuum Cleaner*. New York: Random House, 1978.
Tornborg, Pat. *Spring Cleaning*. New York: Golden Press, 1980.

UNIT 33



THE FIRE FIGHTER

Week of_____

Since fire alarms and sirens are an early experience for most children, this unit will permit the child to learn more about the persons, devices, dangers, and procedures associated with the fire sounds. Identification may be a beginning level skill for some children while others may move on to the functions of persons, equipment, and preparation against potential dangers from fire. It is important to provide the child with needed information and respect for dangerous situations without instilling extraordinary fear. The fire fighter needs to be described as a community helper.

1

Discuss the dangers of playing with fire and the reasons for fire drills with your child. You may even want to practice a fire drill at home. If you have a smoke detector, you may rehearse the plan with the child and then trigger the detector to sound as a signal to begin the drill.

2

Note with your child that firetrucks are usually red. Emphasize this color by letting the child make a collage of red items cut from magazines or catalogs. You may also play "I Spy" with the child noting the items in the home that are red like firetrucks.

3

Use two pieces of garden hose side by side on the ground. Have child jump over them. Gradually spread hose further apart to extend child's jump without getting feet between two pieces of hose.

63

4

Let your child wear a play fire hat, boots and raincoat and role play the fire fighter or, weather permitting, use a garden hose to extinguish an imaginary fire. He/she may pretend to squirt hose, climb ladder, carry animal or people out, catch people in net, give oxygen, chop holes in roof, etc.

5

Finger Play:

Five little fire fighters sleeping in a row
(close fingers on one hand)
Ding Ding goes the bell
(use other hand to pull down two times)
And off to the fire they go
(put one hand on top of other and do pole slide motion with hands)

6

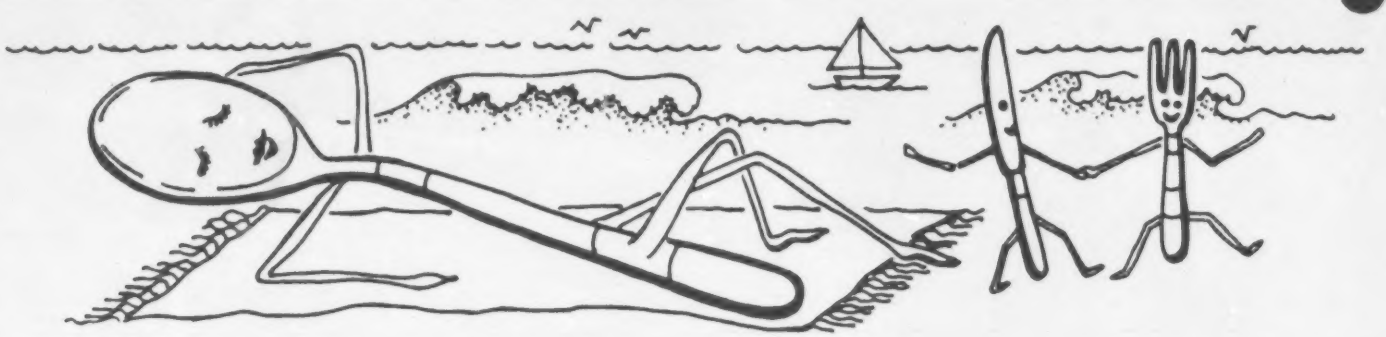
If your child's class does not make a field trip to a fire station, plan one to your neighborhood fire station. Let your child talk to the fire fighter, see the truck, ladder and hose.

Remarks:

Related Children's Books

Bracken, Carolyn, illus. *Here Come the Fire Engines!* New York: Golden Press, 1981.
Brown, Margaret Wise. *The Little Fireman.* Chicago: Children's Press, 1954.
Gergely, Tibor, illus. *The Great Big Fire Engine Book.* Racine, Wis.: Western Publishing Co., 1980
Spier, Peter. *The Firehouse.* New York: Doubleday & Co., 1981

UNIT 34



This unit can provide opportunities for your child to identify many new objects as well as understand their special uses. Your child may also acquire additional skills in use of utensils such as cutting, spreading, pouring and measuring. Classification and ordering can also be a part of his/her learning during this unit. Try the following activities:

THINGS WE EAT WITH

Week of_____

1

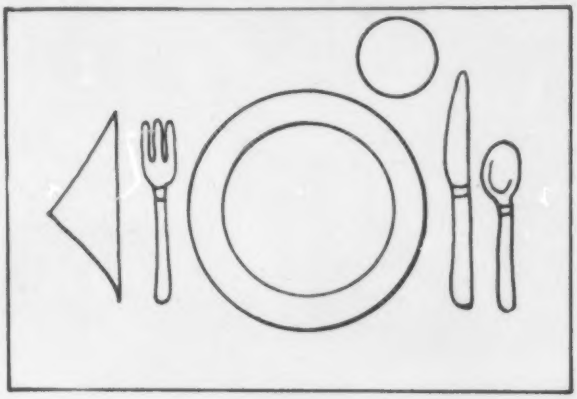
Let your child help put away the knives, forks and spoons. The child will feel proud to have a chore of his/her own. First, check for clean hands, then set the silverware close to the drawer. Show where each piece fits, then allow your child to play and practice alone. Remember that praise for help is important.

2

Play games with utensils. Make a "feely" bag by putting tableware in a sack and then letting the child draw out the piece you request. You may also play a hiding game by hiding utensils and giving various pieces certain values or clapping louder as child approaches hidden utensil.

3

Make paper plate masks by gluing a tongue depressor on a paper plate. Make a face using bits of fabric, felt, crayons, or construction paper.



4

Make placemats using contact paper cutouts in shapes of the pieces to be put on the placemats. These may be placed on plastic or cardboard mats. Felt or fabric cut-outs may also be used and glued to fabric mats. In this way, your child can learn to set the table by matching objects to their shapes.

5

To teach transfer, have your child practice transferring a substance from one container to another using spoons, forks, hands or measuring cups. Ask the child which works best. Use a dry substance like rice, split peas, or beans. Concepts of "big" and "little" cups or spoons can be reviewed. Some children may be ready to learn measuring and quantities.

Remarks:

Related Children's Books

Petersham, Maude and Petersham, Mishka. *The Circus Baby*. New York: Macmillan Publishing Co., 1950.
Hoban, Lillian. *Bread and Jam for Francis*. New York: Scholastic Book Services, 1964.
Krasilovsky, Phyllis. *The Man Who Didn't Wash His Dishes*. New York: Doubleday & Co., 1950.
Watanabe, Shigeo. *What a Good Lunch*. Cleveland, Oh.: William Collins Publishers, 1978.
Weissman, Cynthia. *Breakfast for Sammy*. Englewood Cliffs, N.J.: Four Winds Press, 1978.

UNIT 35

CAMPING

Week of_____

Camping provides an alternate living or vacationing experience for many children. Though your family may not be campers, through this unit you can permit your child to learn about the equipment needed, the activities enjoyed and the environment experienced by those who do camp. Try the following activities:

1

Make a poster or collage of the items used for camping. Discount store advertisements or mail order catalogs are good sources for pictures of tents, campers, sleeping bags, camp stoves, flash lights, lanterns, coolers, hatchets, etc. Talk with your child about the uses of each object.

2

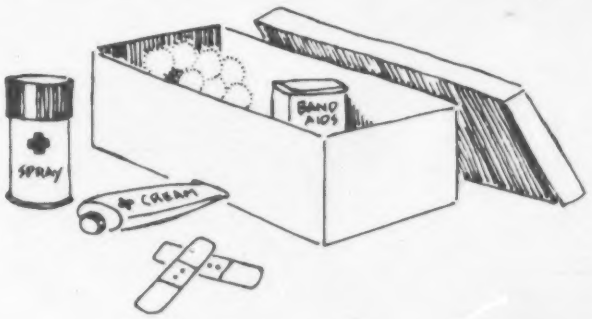
Walking with your child through the camp area encouraging conversation with the campers about the sights and sounds of the campground is one of the most important ways your child can learn.

3

Help your child make a play tent by stringing up a rope between two chairs. Weight the chairs down with heavy books or other items. Next drape a blanket over the backs of the chairs. The child can crawl in between legs of the chair. He/she may pack a lunch to eat in the tent. A similar outside tent may be made between trees and enjoyed as a "camp" with siblings or friends.

4

Take a first aid or camping kit in a small box with your child. Discuss the need and use for having such items when camping. Band-aids, first aid cream, cotton balls or other items such as bug spray may be included.



5

Tune: She'll be Coming Around the Mountain"

We'll be putting up our camp tent
When she comes, when she comes...repeat

Second Verse:
We'll be dancing around the campfire
When she comes,...repeat

Third Verse:
We'll be roasting good marshmallows
When she comes...repeat

Fourth Verse:
We'll get into the sleeping bags
When she comes...repeat

6

Discuss the foods and ways people cook on camping trips i.e. outdoor fires, camp stoves, charcoal grills. The family might plan an outdoor meal with food prepared outside either at a campground or in their own back yard. Let the child help choose and prepare the food of their choice. Toasted marshmallows cooked on a stick by the child make a good ending to the camplike meal.

Remarks:

Related Children's Books

Brinkloe, Julie. *Gordon Goes Camping.* New York: Doubleday & Co., 1975.
Mayer, Mercer. *Just Me and My Dad.* New York: Golden Press, 1977.
Shulevitz, Uri. *Dawn.* New York: Farrar, Straus & Grioux, 1974.

UNIT 36

PARADE

Week of_____

Parades are exciting events in young children's lives. This unit can help your child learn and experience a new concept, sequence. The flags, bands, and decorated floats can stimulate the child's interest and provide something to imitate. It can also be a cooperative venture for family fun.

1

Take your child to any local parade available. Explain to the child the different groups that he/she sees and how the persons participating usually like for children to wave to them. Make it as positive as possible by getting good visibility and minimum crowd pressure for the child.

2

Children need to have their imaginations stimulated and encouraged. At some quiet time, have your child close his/her eyes and talk about an imaginary parade. Encourage the use of detailed descriptions and sequencing.

3

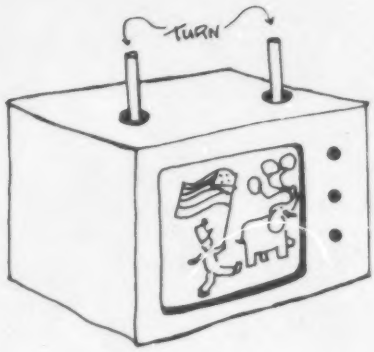
Buy or make small American flags and mention that flags, especially American flags, are usually a part of parades. The presence of a small flag may be the beginning of your child's own homemade parade. You may help by playing follow the leader. This reinforces the ability to follow directions and promotes coordination. Brothers, sisters, parents and neighbors may be included in the parade; beating oatmeal boxes or shortening tins; playing bells, sticks, pot lid cymbols; riding decorated tricycles or wagons. Children and pets can get colorfully "dressed" to participate in the parade.

4

Parades have sequence. This is a good time to help your child understand first, second, next and last. Let the child make a parade of toys by lining up the things on the floor and discussing the positions of the toys.

5

Make a T.V. parade. Let your child cut out pictures of persons, cars, soldiers, flags, and bands that look like a parade. Paste them on a long strip of newsprint or butchers wrapping paper. Make the T.V. screen. Color knobs, etc. Make holes for the broom stick handles on which the parade runner may be taped. Rotate both handles at the same time to move the parade.



6

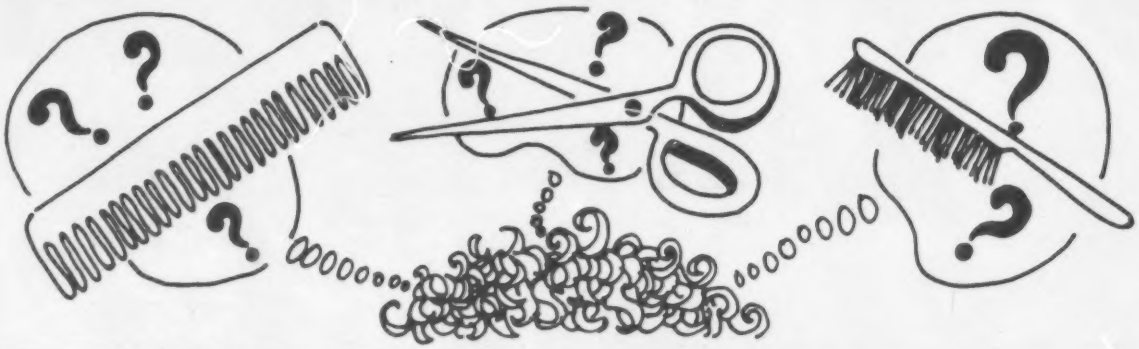
Since parades include bands with majorettes and/or military units, this is a good time to help your child learn about different musical instruments, majorette's colors and types of uniforms. Talk about these and plan to visit the rehearsal or performance of a local high school or college band. See how many instruments you can help your child identify. Let your child try to turn a baton or stick like a majorette. Also play some marching music (Sousa) and show child how to march, lifting knees high.

Remarks:

Related Children's Books

Baker, Eugene. *Under the Big Top-Parades.* Windemere, Fla: Ray Rourke Publishing Co., 1980.
Holl, Adelaide. *The Parade.* New York: Franklin-Watts, 1975.
Tester, Sylvia. *Parade!* Child's World, 1980.

UNIT 37



HAIR STYLIST

Week of_____

This unit enables your child to learn about another community helper, the hair stylist. For a young child, the experience of having one's hair cut may be frightening since the removal of his/her hair, although painless may be felt as an assault on his/her body. Sitting quietly for a period of time for a stranger to perform such an operation may require more control than some young children have. You can help your child anticipate and prepare for such an experience by talking with him/her and using the activities listed below.

1

If your child has not visited a hair stylist, phone ahead and ask for a visit. Take time to discuss what you'll see. Why is an apron put around you before cutting hair? Why does the chair go up and down or back? What else does the hair stylist do besides cut hair? What does the stylist do with the hair that is cut?

2

Make a potato animal with your child. Scoop out the top of a large Irish potato. Stick four golf tees or nails into the bottom of the potato for feet. Fill scooped out section with dirt and let the child plant thick grass seed. Put thumb tacks in one end for the eyes and a toothpick or pipe cleaner in the other end for a tail. When grass grows tall enough, let your child give the potato animal a hair cut.

3

Children enjoy storytelling. Try making up a story about "The Little Scissors That Would Not Cut." Make it a big mystery and with suspense. Father didn't know why they wouldn't cut, Mother didn't know, sister didn't know and brother didn't know. They took the scissors to the stylist and learned that they are too dull to cut and we must sharpen them. Children also like silly stories. Let your child correct the mistake—by giving the right word. When_____ went to the hair to get his/her nose cut, the first thing the stylist did was to stand him/her in the chair, etc.

4

If you can find an old wig, your child may enjoy playing stylist and giving the wig a hair cut.

5

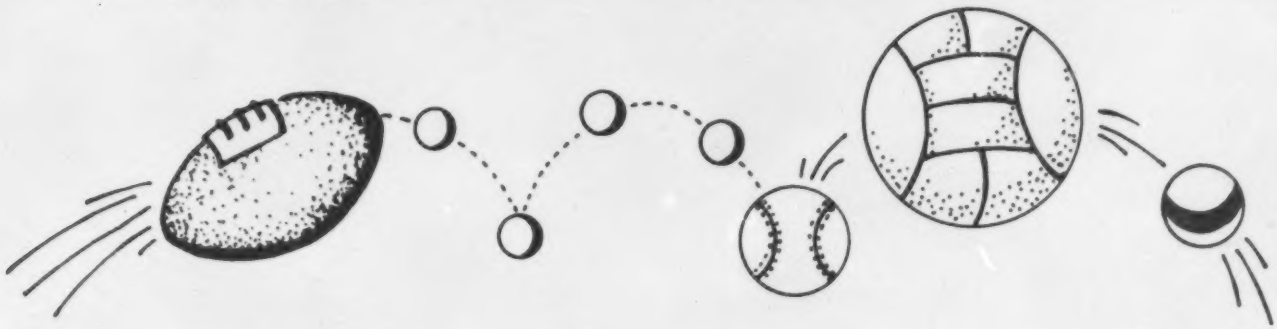
Fingerplay:
Five little stylists standing in a row,
(hold up all fingers on one hand, then starting with little finger,
point to each finger in succession)
This little stylist stubbed his toe
This little stylist cried Oh! Oh! Oh!
This little stylist laughed and was glad
This little stylist cried and was sad
But this little stylist who was kind and good (thumb)
Ran for the doctor as fast as she could.

Remarks:

Related Children's Books

Freeman, Don. *Dandelion*. New York: Viking Press, 1964.
Freeman, Don. *Mop Top*. New York: Viking Press, 1955.
Rockwell, Anne and Rockwell, Harlow. *My Barber*. Macmillan Publishing Co., 1981.

UNIT 38



BALL GAMES

Week of_____

During this unit your child may become aware of a number of different ball games. He/she may learn to enjoy these as a beginning participant or as a spectator. The different types of rules, balls, uniforms, playing fields or equipment such as clubs, games or rackets provide many new areas of learning. Your child can also learn to be a good sport—someone who can accept losing and is able to think of the feelings of others. There's a place for good sportsmanship between parent and child, too. When your child doesn't succeed or must be corrected, find a private time. Cheer in public for his/her successes, which will come more easily if you gear the expectations to your child's abilities.

1

Visit a sporting goods store. In such a visit you can see all the different types of balls and equipment used. Being able to see the size and texture of materials from which each is made can let the child compare the characteristics. Encourage your child to ask questions, and try on such things as a helmet or shoulder pads. Also visit a tennis court and pick up old balls lost or discarded by players.

2

Expand your child's coordination by throwing various kinds of balls. Using short distances and gently throwing to insure the child's success will help the child gain confidence and make the activity enjoyable. Include throwing, catching, kicking, running and stooping in the skills developed. Praise good tries as well as successes. Remember to keep it fun. Stop before or when interest wanes.

3

Let your child practice throwing a ball into a large trash can, laundry basket or cardboard box. Begin with close range and gradually extend the distance.

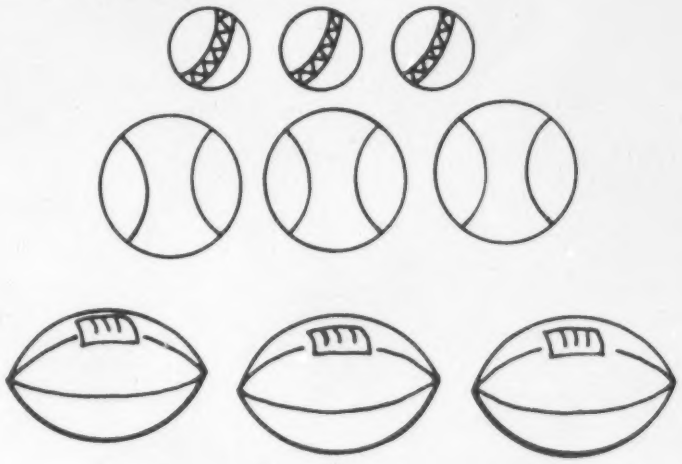
Make a game of it if there are siblings or friends with whom to share the fun. You can keep score with each child being given three trys each turn.

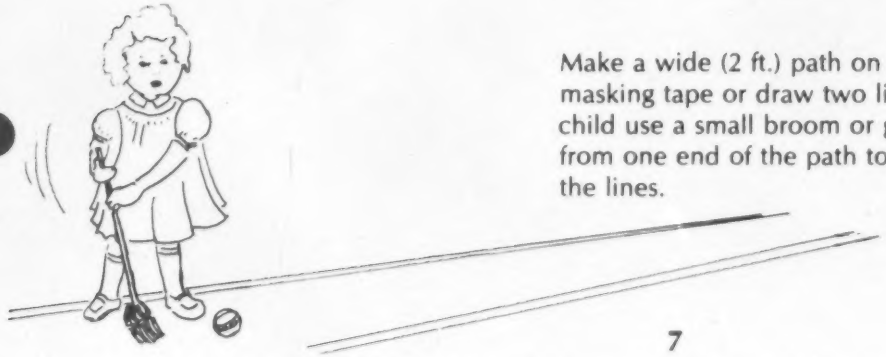
4

As your child observes sports events with you on television, take time to make explanations and answer questions. The child's interest span is short, but brief comments will stimulate additional questions and interest over time. He/she will be learning through each such discussion. Most importantly, the child will learn that you enjoy sharing your interests with them.

5

Let your child color these balls using three basic colors for each set (1 red, 1 blue, 1 yellow). Assist with cutting if necessary since balls are small. Now play a matching game. Your child can come to understand "sets" by identifying the red set or the basketball set. You may also do a similar activity using play-doh. Counting or forming sequences of increasing or decreasing size may be other ways of organizing the balls. Sorting, sequencing, counting, and color identification are all important skills for your child to acquire.



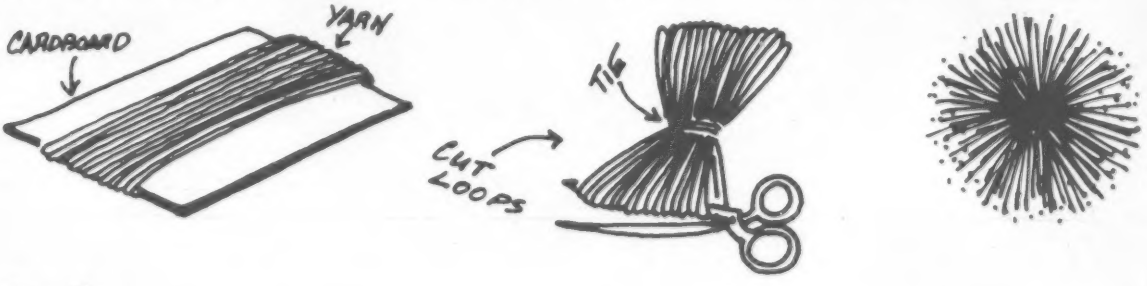


6

Make a wide (2 ft.) path on the floor with two pieces of masking tape or draw two lines on the ground. Let the child use a small broom or golf club to move a small ball from one end of the path to the other without going out of the lines.

7

Make a yarn ball (large pom pom). Wrap yarn over a piece of cardboard (4" to 8" wide). Slip yarn off cardboard, tie in center and cut loops. This can be thrown indoors.



Remarks:

Related Children's Books

Baker, Eugene. *I Want to Be a Tennis Player.* Chicago: Childrens Press, 1973.
Gemme, Leila Boyle. *T-Ball Is Our Game.* Chicago: Childrens Press, 1978.
Isadora, Rachel. *Max.* New York: Macmillan Publishing Co., 1976.
Kessler, Leonard. *Kick, Pass and Run.* New York: Harper & Row, 1966.
Parnish, Peggy. *Play Ball Amelia Bedelia.* New York: Harper & Row, 1972.

UNIT 39

DOCTOR & NURSE

Week_____

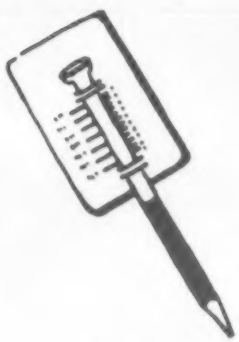
This unit helps your child to see the doctor and nurse as helpers when he/she is sick. The attire and instruments used by medical persons can also be learned at this time. One important goal of this unit is to prepare the child for future experiences with medical persons that may be frightening if the child has experienced pain in the past or does not know what to expect. Familiarity with persons, instruments and procedures can help to reassure the young child when visits to the doctor's office or hospital are necessary. Suggested activities are listed below.

1

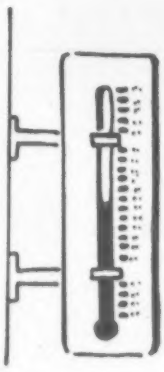
Discuss ways to maintain good health. Tell your child about shots that keep him/her from getting diseases and vitamins that help him/her stay healthy. Sunshine, exercise, cleanliness, rest and good nutrition can be subjects for discussion. Try making a good health poster with a doctor and nurse saying, "Stay Healthy, Observe Good Health Rules." Magazine pictures of good foods, and activities listed above can remind the child of good health rules.

2

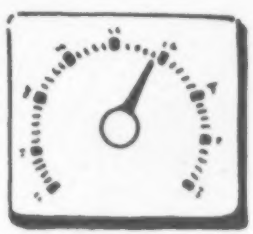
Show your child a body thermometer. With cold water, cool the thermometer and have child note the difference before and after you take his/her temperature. Discuss with the child what thermometers do and show the child other ones at home such as candy, weather thermometers and house thermostat. Talk about body temperature as one way we can know that one is getting sick and helps the doctor and nurse know when to take care of us.



MEAT OR CANDY



OUTDOOR WEATHER



INDOOR THERMOSTAT

BODY

3

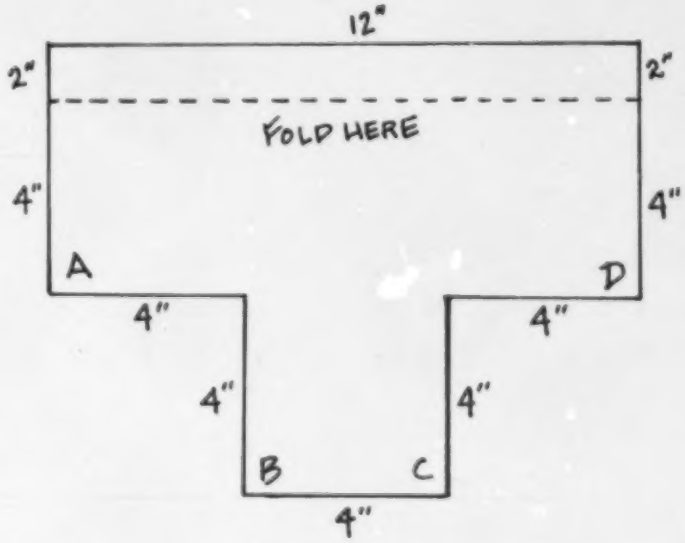
Talk with your child about what doctors and nurses do to help us or keep us from getting sick. Role play things such as weighing, checking blood pressure, looking in throat, ears, listening to heart through stethoscope, giving pills or shots. It can be helpful to acknowledge that shots hurt briefly, but make one feel better later or keep one from getting sick. Your child may like to reverse the roles and play doctor on you, a doll or a toy. Positive attitudes are learned by rehearsing and seeing the parents' reaction. If you have access to a real stethoscope, let your child listen to your heart beat or his/her own heart.

4

Play "What's Missing" by laying out several items used by doctors and nurses, such as: bottle of pills, gauze, band-aids, cotton balls, stethoscope, adhesive tape, tongue depressor, etc. Ask the child to close his/her eyes. Remove one item and ask "What's missing?" It is a good memory exercise. Your child may enjoy reversing roles with you in the game.

5

Make a nurse's hat out of paper. It can be pinned on the head with bobby pins. The hat may be cut from a white shopping bag, butcher's paper, or construction paper.

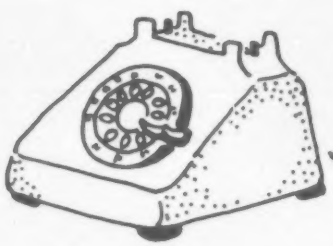


Remarks:

Related Children's Books

Breinburg, Petronella. *Doctor Shawn*. New York: Thomas Y. Crowell, 1975.
Rockwell, Harlow. *My Doctor*. New York: Macmillan Publishing Co., 1973.
Scarry, Richard. *Nickey Goes to the Doctor*. Western Publishing Co. 1972.
Wolde, Gunilla. *Betsy and the Doctor*. New York: Random House, 1978.

UNIT 40



Phone

USE OF THE TELEPHONE

Week of_____

The use of the phone can help develop social skills, language skills, sequencing, and number recognition as well as the use of the phone for emergencies. The parents use of the phone, such as the courtesy, pleasantness, tone of voice, etc. become models for the child's use. Parents' time for use of the phone is often frustrated or distracted by children's desire or need for attention. Some of this problem can be alleviated by arranging a favorite activity or toy for the child when the parent uses the phone. Explain that the parent needs to use the phone and must not be interrupted. Remember that rewarding the child's good behavior while parent is using the phone is more effective than punishing undesirable behavior after the fact. The proper use of the phone by child and parent can help the child learn the needed give and take of social relationships. The following activities can help:

1

Encourage your child to talk on the phone to a relative or friend. Ask a grandparent or friend to call at a mutually convenient time and let the child answer the phone. It may be helpful to let the child learn to enjoy the experience before beginning rules.

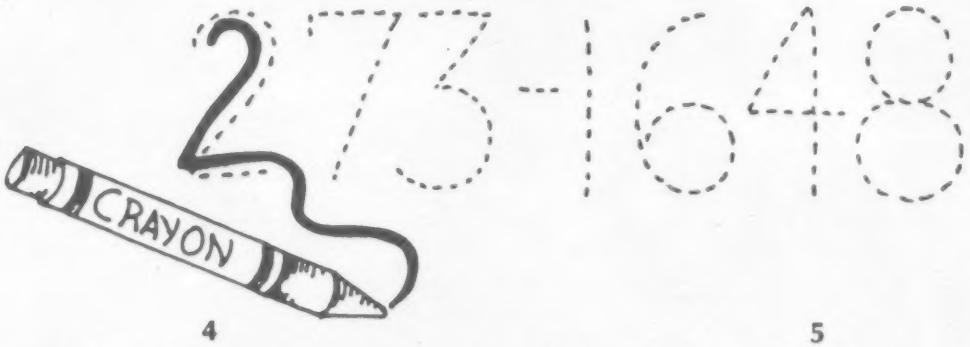
2

Discuss or rehearse the following rules for telephone use with the child:

a. Use a pleasant voice rather than loud one.
b. Rehearse how you want child to answer phone i.e. "Smith's home or residence, Alice speaking."
c. Speak slowly and distinctly. Do not talk with food or gum in the mouth.
d. Lay phone down gently and go find the person wanted on the phone.
e. Rehearse response to wrong number.
f. "I'm sorry, you have a wrong number." Do not push button down until call is over.
g. Listen for dial tone before calling.

3

Help your child learn his/her home phone number by tracing dotted numbers and by reciting it. As they become capable of number recognition, they may learn to dial home from a neighbor's house.



4

Talk to your child about the emergency use of the phone and discuss the kinds of emergencies that might occur. Tell them that dialing 0 and giving their name, address and the problem may bring help.

5

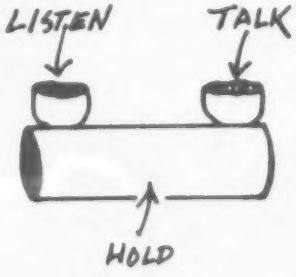
Make a field trip to the telephone company and look at the display of various telephone styles, designs, colors, such as Micky Mouse, pay phones, etc.

6

Make a toy telephone from two empty soup or other small tin cans. Remove labels. Punch a hole in bottom of each can. Tie two cans together using a 20 foot piece of heavy string or twine. Pull the string or twine through the end of each can and secure with a knot. It may be good to tie a small stick into the knot to prevent it from pulling through the can. You and your child can talk through cans from one room to the next.

7

Make a toy receiver using a toilet tissue tube with two egg carton sections secured by glue. (see diagram)



Remarks:

Related Children's Books

Harrison, David. *My Funny Bunny Phone Book.* New York: Golden Press, 1980.
Kunhardt, Dorothy. *The Telephone Book.* New York: Golden Press, 1970.
Sharr, Christine, illus. *Telephones* New York: Wonder-Treasure Books, 1971.
Sipherd, Ray. *Ernie's Telephone Call.* Racine, Wis.: Western Publishing Co., 1978.

UNIT 41

THINGS WE READ

Week of_____

This unit provides an opportunity to teach your child about things we read such as books, magazines, newspapers, signs, and letters. It will enable you to let the child become aware of reading as a source of pleasure, information, direction, and communication with family and friends. Children's attitude and interest in reading is formed very early by their exposure to your model, so let your pleasure show. Reading permits your child's vocabulary to grow and his/her imagination to be stimulated. Begin now to let your child appreciate reading so he/she will want to learn this basic skill for life. Try the following suggestions:

1

Read to your child regularly. Frequent trips to your public library will give the child a chance to select new and different books, though it is important for children to own some books also. Check pointers listed below:

a. Try to avoid distractions - cut off T.V. and have other family members take phone messages if possible. Your child will see that both he/she and reading are important to you.

b. Establish a routine time and place for reading.

c. Let child select the book or books to be read.

d. Let the child sit close to you, see pictures and turn pages. Point out features of the pictures and encourage questions. At times, let the child guess what the outcome will be.

e. Read with expression, altering your voice for quotes and showing animation.

f. Let child act out some stories.

g. Paraphrase or simply "tell" a story when it is too long and may lose child's interest.

h. When books are well known or familiar, let the child "read" the book to you.

2

Make a flannel board by cutting a piece of corrugated cardboard from a large box. Cover with burlap which can be taped to the back. Cut felt designs, letters, shapes and numbers. Let your child tell stories, make signs, learn name or phone number.

3

If you take a daily newspaper, let your child bring in the paper. Discuss the kinds of information the paper has - current events, weather, sports, ads, comics and entertainment. Point out human interest stories and tell child about them.

4

Let your child dictate a letter to a family member in another city, and ask the relative to respond. The actual experience of writing a letter and receiving an answer is the child's best way of learning about reading letters. Perhaps the child can include a drawing or page from a coloring book for the relative.

5

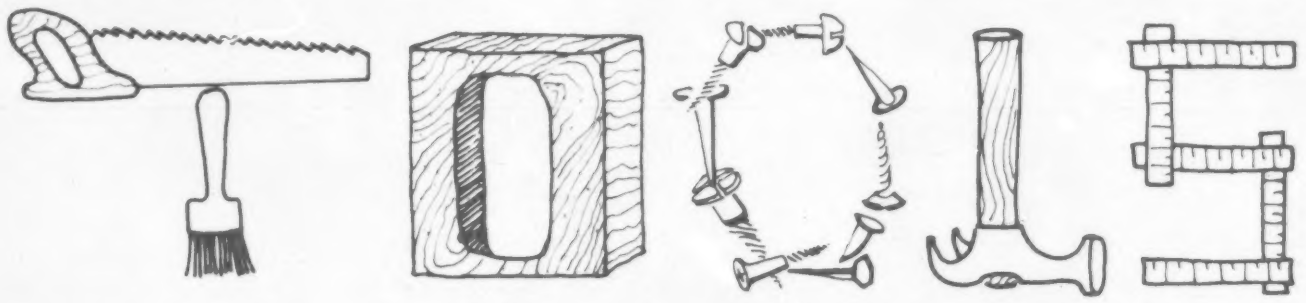
When traveling, begin to note road signs and advertising. Soon your child will begin to ask you to read signs to them. Particularly large and colorful ones can be pointed out initially. When your child can identify letters, play Sign Poker. Complete the alphabet by finding each letter of the alphabet in sequence. Only one letter can be found on each sign. If there are enough passengers, the game can be competitive to see who completes the alphabet first.

Remarks:

Related Children's Books

Dugan, William. *The Sign Book.* New York: Golden Press, 1968.
Funks, Tom. *I Read Signs. New York: Holiday House, 1962.*
Keats, Exra Jack. *A Letter to Amy.* New York: Harper & Row, 1968.
Numeroff, Laura. *Beatrice Doesn't Want To.* New York: Franklin Watts, 1981.

UNIT 42



TOOLS

Week of_____

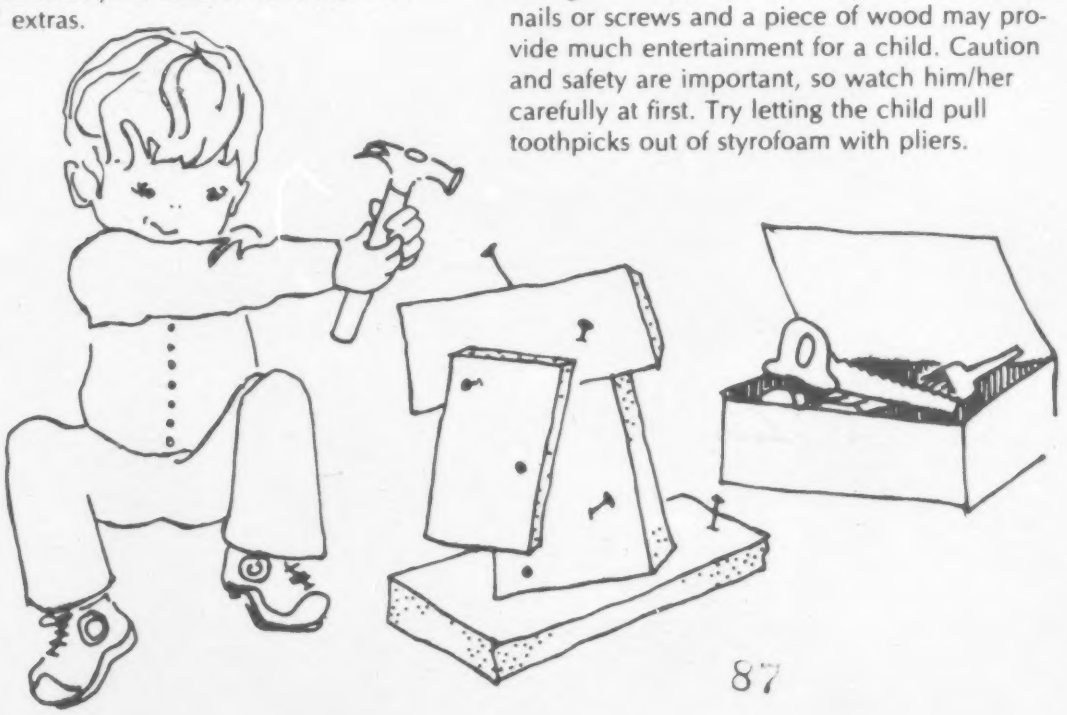
This unit enables your child to learn identification, care and use of tools. The more basic ones such as hammer, saw, screwdriver, pliers and paint brush may be familiar to your child. Depending upon the child's interest and previous experience, you may introduce many additional tools. The varied size and types of drills and saws as well as other tools may be shown. The functions of basic tools can be learned by actually using some of them. The proper care of tools, and the importance of safety precautions should be a part of the child's learning during this unit. The following activities are suggested:

1

Make a tool box for your child. A cardboard box will do. A sense of ownership will help him learn to care for tools and will avoid the frustration of having parents' tools misplaced. These need not be expensive tools, and may be purchased at yard sales or solicited from relatives' extras.

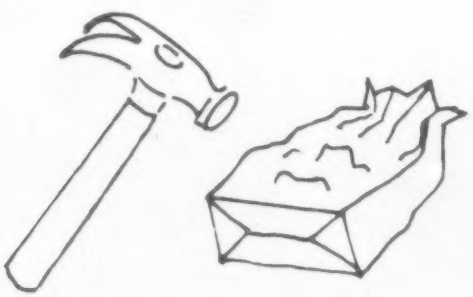
2

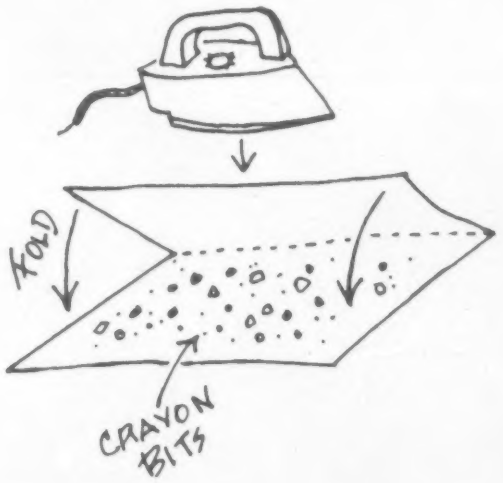
Let your child have some actual experience in hammering, sawing, screwing, and using pliers. 1 or 2 inch styrofoam cut into chunks that may be sawed and hammered with nails is a good beginning for a child with less strength than real lumber may require. A few nails or screws and a piece of wood may provide much entertainment for a child. Caution and safety are important, so watch him/her carefully at first. Try letting the child pull toothpicks out of styrofoam with pliers.



3

Make an art project by letting your child hammer bits and pieces of old crayons in a paper sack. Afterwards put the crushed crayon on a piece of construction paper, fold over, and iron over the paper. Parents should assist with the ironing. Open the paper while still warm and display the design.





4

"What's missing"—expand your child's memory function by placing several tools on a tray and letting him examine and identify them. Have him close his/her eyes, remove one item, and ask "What's missing?" This game can be varied in difficulty by using only three items initially, and gradually increasing the number of items.

5

A great source of entertainment can be provided by giving the child a bucket of water and an old paint brush and letting them "paint" on a patio, sidewalk or side of the house. The fun is just as great as real paint and can be a creative experience for the child also.

6

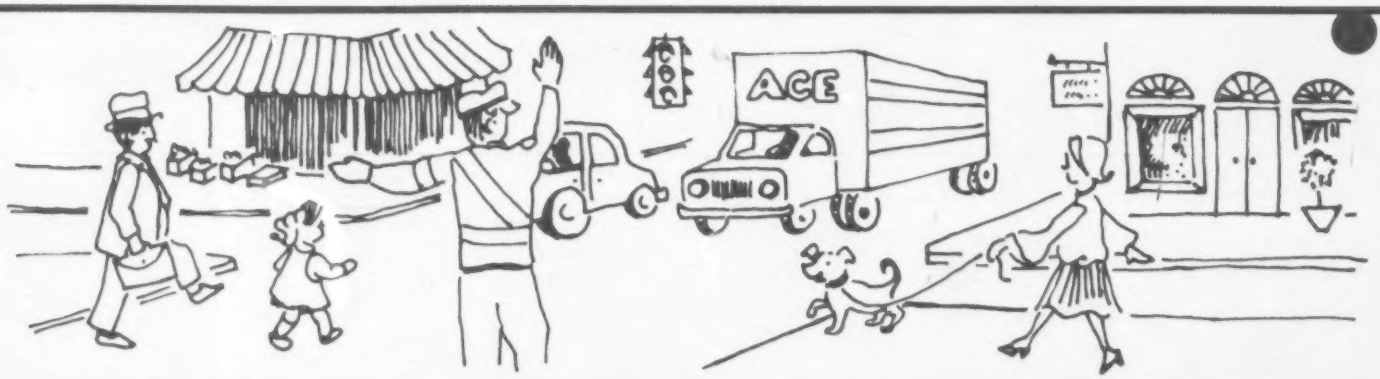
Make some field trips such as a trip to Sears or a hardware store and look at many different tools, helping the child to identify by name and function the basic tools. Visit the site of a home under construction. Let the child watch the workmen or speak to them briefly about the tools and materials used.

Remarks:

Related Children's Books

Barton, Byron. *Building a House*. New York: Greenwillow Books, 1981.
Rockwell, Anne and Rockwell, Harlow. *The Toolbox*. New York: Macmillan Publishing Co., 1971.
Spier, Peter. *Oh! Were They Ever Happy!* New York: Doubleday & Co., 1978.
Wolde, Gunilla. *Tommy Builds a House*. Boston: Houghton-Mifflin Co., 1971.

UNIT 43



TRAFFIC SAFETY

Week of_____

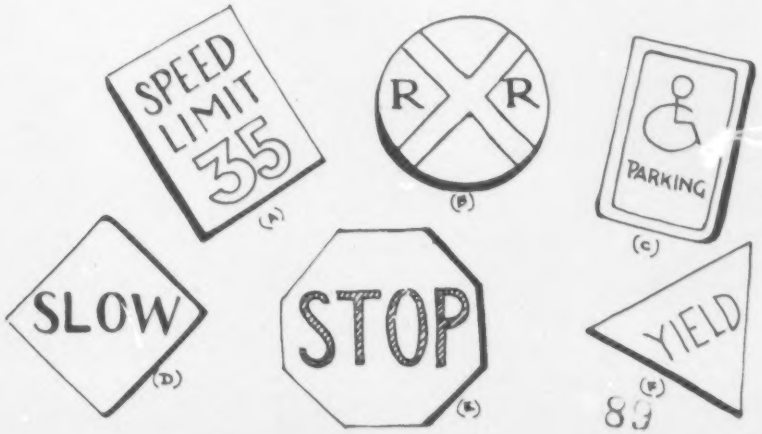
The unit on traffic safety can be a time for learning colors and also your child's beginning awareness of the need for rules and respect for cars. Take time to discuss the reasons for the rules or guidelines he/she must follow as passenger, pedestrian, bicycle rider and future driver. Safety rules are grounded in a respect for one's own safety and a proper respect for the needs and rights of others. The following activities can introduce or reinforce your child's concepts of traffic safety.

1

Establish rules for riding in the family car such as fastening the seat belt, locking the doors, sitting quietly without disturbing or distracting the driver, keeping head and arms inside the vehicle. The observance of such rules may save their lives. After the rules have been established, occasionally review them just prior to a trip. If your child rides a bus, discuss bus safety rules. If a rule is violated, simply ask the child to review the rules and ask if he/she is obeying them. This approach will usually initiate self control which is a goal of good parenting.

2

While driving with your child, discuss the need for drivers to observe rules. Remember that you are also teaching your child by example how to be a courteous driver with tolerance and respect for others. Note the stoplights and the meaning of the colors. Note the colors and shapes of various signs. Help your child look for these and tell you what they mean. "Sign Poker" in which certain scores can be obtained by assigning value to different signs may make a game of this learning. Noting the following signs can help the child develop concepts of shape, color and types of signs:



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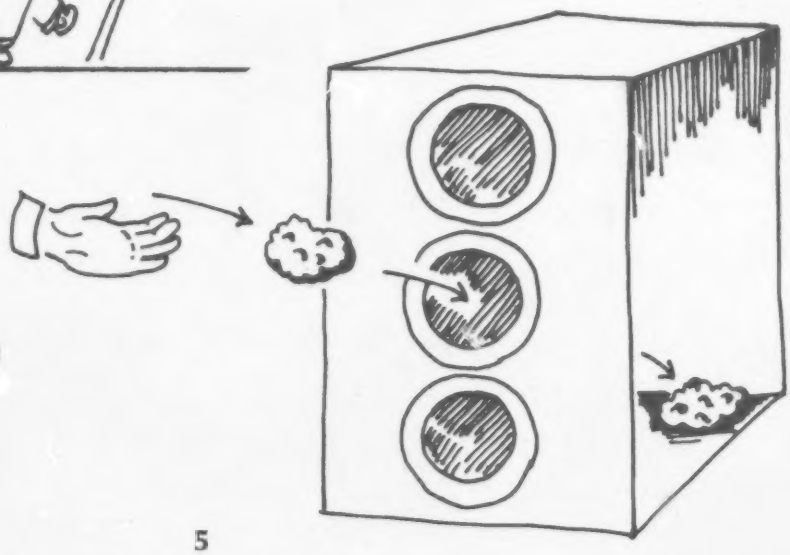
3

Discuss safety rules for the pedestrian. Teach your child to listen for sirens, horns, and look for cars and lights. Practice crossing the street with your child, looking both ways and walking against traffic. Walk on sidewalks when possible and facing traffic on road shoulder when no sidewalk is available. Importance of wearing bright clothing may be mentioned. Note the bright vests of workers when riding with your child.

4

Make a bean bag traffic light game. Using a large cardboard box, cut three holes on one side. Color around the holes red, yellow and green. Let child toss bean bag into circles. Values might be assigned such as Red-1, Yellow-5, Green-10. The family might form teams.



5

Sing to the tune of "Old Mac Donald Had a Farm"

Old Mac Donald had a light
E-I-E-I-O
And on that light he had some green
E-I-E-I-O
With a go, go here
And a go, go there
Here a go
There a go
Everywhere a go, go
Old Mac Donald had a light
E-I-E-I-O

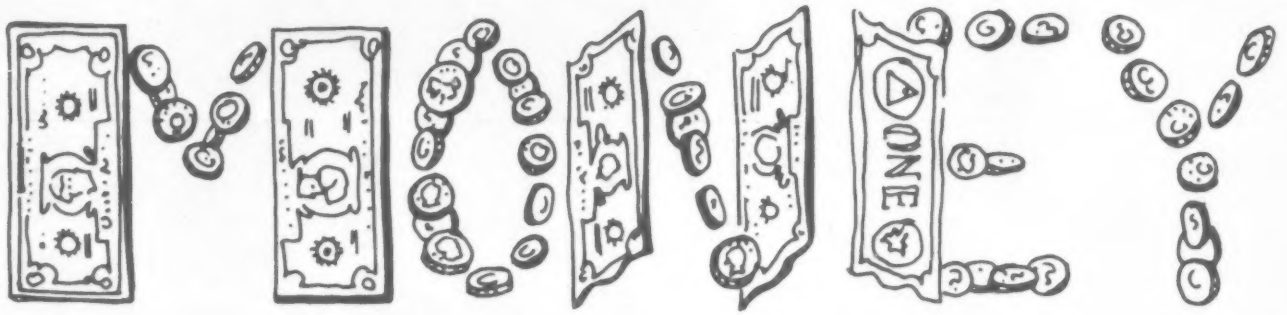
Repeat using red-stop and yellow-watch out.

Remarks:

Related Children's Books

MacDonald, Golden. *Red Light, Green Light*. New York: Doubleday & Co., 1944.
McClosky, Robert. *Make Way for Ducklings*. New York: Viking Press, 1969.
Poulet, Virginia. *Bluebug's Safety Book*. Chicago: Children's Press, 1973.
Tester, Sylvia. *Magic Monster Learns About Safety*. Elgin, Ill.: Child's World, 1979.

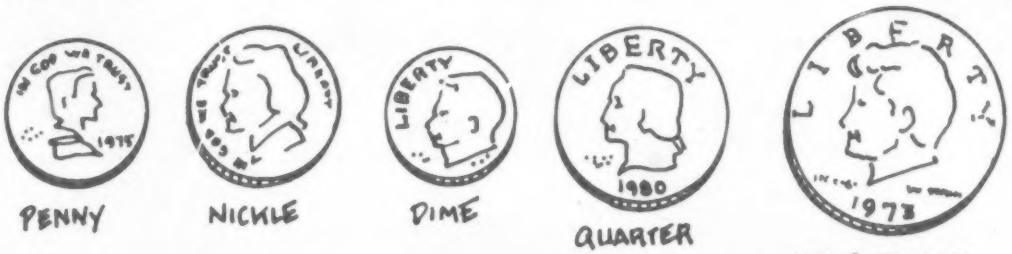
UNIT 44



MONEY

Week of_____

The unit on money can introduce several new concepts. Simple identification of coins can be a beginning point. Paper money, pictures of presidents, values of money, uses of money, earning, saving, sharing, and comparison shopping can all be areas of learning that may be enhanced by this unit. Remember that your child observes your attitude toward money and to what extent you view it as something to use, save, and share. The following activities may help your child become aware of money and its uses:

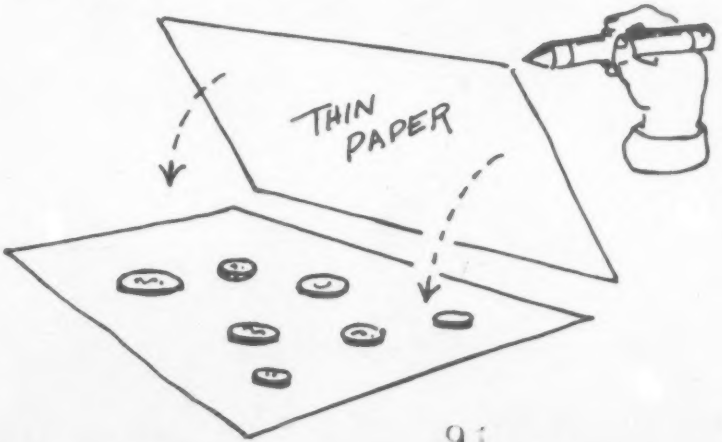


1

Help your child identify coins. Compare size, color, and thickness. Note the presidents' pictures, read inscriptions and note dates. If there are coin collectors in the family; the child might enjoy looking at old, foreign or rare coins and comparing pictures, size, weight and color. Talk about big and little. Help child sequence according to size or sort by color. For children who can count, the value and equivalencies of the coins may be introduced. This will be easier for the child to learn if he/she sees five pennies beside one nickle. Introduce these ideas gradually with practice, assistance, and much praise as child learns each new item.

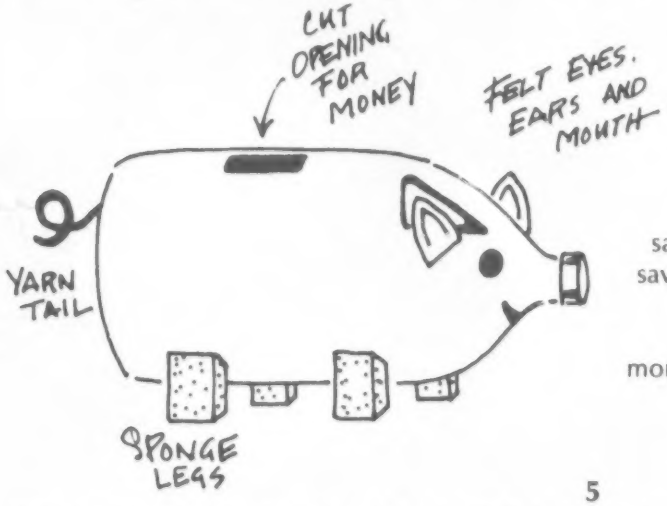
2

Make "rubbings" of coins. Place coins on a sheet of paper and cover with tissue, tracing paper, or typing paper. Rub over with pencil or crayon. Let child watch the design appear. Presto! It's fun.



3

Let your child earn some money by a special chore (not regular ones). Permit the child to look at several options for spending his/her money to learn that one often has to make choices and that once the money is spent, other choices are no longer open. It is important to let the child feel good about his/her choices; therefore, do not permit decisions to be made of which you become critical. Limit the child to choices, all of which are possible and acceptable to you.



4

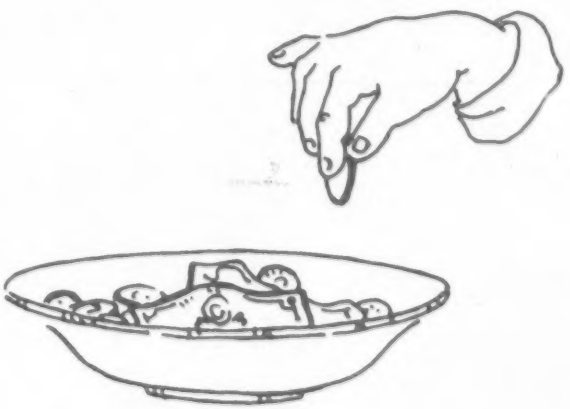
As soon as your child can count money, a small regular allowance can help him/her learn to use money well so that spending, saving and sharing can be anticipated. Since saving money is a value most parents want to instill, let your child make a bank and encourage him/her to regularly place some money there. One-half gallon or gallon bleach jugs make nice banks. (See sketch)

5

Save cartons, boxes, bottles from the kitchen and let your child make a play store at home. Place prices of 1¢, 5¢, and 10¢ on items and play store with the child. This is an excellent way to help him/her learn to make change.

6

Help your child learn early to share some of his money, by actually giving money to a charity or church or by purchasing an item for family member or friend. The joy of sharing a stick of chewing gum is an important early learning experience. It's the experience that matters, not the exact value or money involved.



Remarks:

Related Children's Books

Aldridge, Josephine. *Penny and a Periwinkle.* Oakland, Cal.: Parnassus Press, 1961.
Brenner, Barbara. *The Five Pennies.* New York: Alfred A. Knopf, 1964.
Rose, Anne. *As Right As Right Can Be.* New York: Dial Press, 1976.
Viorst, Judith. *Alexander, Who Used to Be Rich Last Sunday.* New York: Atheneum, 1978.
Hintz, Sandy and Hintz, Martin. *We Can't Afford It.* Milwaukee, Wis.: Raintree Publishers, 1977.